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IDENTIFIERS	Collected Works

ABSTRACT

This compilation of approximately two hundred document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s), title, institutional source, sponsoring agency, availability, publication data, number of pages, subject terms which characterize the contents of the document, and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains approximately one hundred resumes announcing ongoing curriculum development and research projects funded by the Vocational Education Amendments of 1976 (PL-94-482). Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions. (LRA)

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Resources in Vocational Education 12

1979 Volume 12 Number 5

ED181336

CE 024 028

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road Columbus, Ohio 43210

THE NATIONAL CENTER MISSION STATEMENT

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

ISSN 0095–3784

Information Products

The Complete VT-ED Cross-Reference Index for the AIM/ARM System, compiled by Kathleen Jezierski and Joan Mitric, 1978. ED 164 800.

An aid to locating documents processed for the AIM/ARM information system, this index consolidates over 17,000 VT (AIM/ARM accession) numbers in one easy-to-use guide with cross reference to the ERIC system's numbering. Availability of documents through the ERIC Document Reproduction Service (EDRS) is shown.

Writer's Guide to Publication Development: How to Get Your Publication into an Information Retrieval System, by Kathleen Jezierski, 1978. ED 164 799.

This document provides a set of instructions and a model to guide authors in developing publications that meet both the criteria of federal and state government sponsors and criteria for inclusion in information retrieval systems. Included are step-by-step instructions on format, considerations for physical appearance, a brief discussion of content requirements, and a short section on copyright considerations.

Current Projects in Vocational Education – FY 1976. Abstracts of Projects Supported in Fiscal Year 1976 and the Transition Quarter under the Vocational Education Amendments of 1968 (Parts C, D, I, and J). Compiled by Wesley E. Budke and Ruth Gordon, 1977. ED 138 782.

This compilation presents abstracts of 221 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1976 and the transition quarter (July 1–September 30, 1976). The projects relate to research, demonstration, curriculum development, and bilingual vocational training.

Current Projects in Vocational Education–FY 1977. Abstracts of Projects Supported in Fiscal Year 1977 under the Vocational Education Amendments of 1968 (Parts C, D, I, and J). Compiled by Ruth Gordon and Lois Ann Sellers, 1978. ED 151 611.

This compilation presents abstracts of 199 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1977. The projects relate to research, demonstration, curriculum development, and bilingual vocational training.

Resources in Vocational Education is a bimonthly publication of the National Center Clearinghouse at the National Center for Research in Vocational Education. Requests for information, changes of address, and other mail items should be addressed to: Resources in Vocational Education, Information and Field Services Division, the National Center for Research in Vocational Education, the Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210. Telephone: (614) 486-3655.

Editor: Patricia Arthur

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Project Officer:	Paul Manchak
Contractor:	The National Center for Research in Vocational Education The Ohio State University Columbus, Ohio 43210
Executive Director:	Robert E. Taylor
Clearinghouse Director:	Wesley E. Budke
Disclaimer:	This publication was prepared pursuant to a contract with the Bureau of Occupational and Adult Education, Office of Education, Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.
Discrimination Prohibited:	Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, the National Center for Research in Vocational Education Project, like every program or activity receiving financial assistance from the Department of Health, Education, and Welfare, must be operated in compliance with these laws.

Foreword

Finding available information is a major task for researchers, curriculum specialists, teachers, administrators, and students. The National Center for Research in Vocational Education is dedicated to helping others find useful information.

Resources in Vocational Education is prepared bimonthly by the staff of the National Center for Research in Vocational Education under a contract with the U.S. Office of Education, Bureau of Occupational and Adult Education. Included are abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded proposals. The full text of most documents announced in *Resources in Vocational Education* is available in microfiche or hard copy from the ERIC Document Reproduction Service (EDRS). Microfiche also is available in local ERIC microfiche collections.

We appreciate the contributions of state research coordinating units, curriculum coordination centers, instructional materials laboratories, local school systems, colleges and universities, and professional associations. Members of the profession are encouraged to send instructional and research material for possible inclusion in future issues of *Resources in Vocational Education*.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

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SAMPLE DOCUMENT RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number.

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means ficrofiche; "HC" means hard copy. When listed "not available from EDRS," other sources are cited above.

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable)."

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Informative Abstract.

Abstractor's initials.

ED 137 505 08 **CE 009 927**

Lee, Arthur M.

Learning a Living across the Nation. Volume V. Project Baseline. Fifth National Report. Baseline Year: 1974-75 (Fiscal Year 1975). Part I: Narrative Report.

Northern Arizona Univ., Flagstaff. Project Baseline.

Spons Agency—National Advisory Council on Vocational Education, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—P-5573

Pub Date Nov. 76

Contract—OEC-0-72-0414

Note—188p.; For a related document see CE 010 512

Available from—Project Baseline, 6502 N. 35th Avenue, Phoenix, Arizona 85017

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Adult Education, Annual Reports, Cooperative Programs, *Data Analysis, Data Collection, Disadvantaged Youth, *Educational Assessment, *Educational Finance, *Educational Legislation, Educational Needs, Enrollment, *Enrollment Trends, Expenditures, Females, Handicapped Students, Minority Groups, Personnel Needs, Post Secondary Education, Secondary Education, Special Programs, Statistical Data, Student Characteristics, Tables (Data), *Vocational Education, Work Study Programs

Identifiers—Education Amendments 1976 Title II, *Project Baseline, United States

This is the first part of a two-part fifth volume in a series of annual reports on the status of vocational education in the United States. It primarily reports the developments that have taken place each year in the numbers and characteristics of students enrolled, programs, costs, and results. (The entire study initiated by Congress in 1971, is known as Project Baseline.) Chapter I is a brief overall summary of the past five years, and Chapter II is a summary of the statistical tables in Part 2 (a separate document) of this report as well as previous years. Information covers enrollment (expansion in 1974-75, growth among the States, occupational areas, co-op, youth organizations, percent of secondary students, analysis of data on women, disadvantaged and handicapped, and ethnic minorities), expenditures, completions and placements, instructional personnel, and manpower training under CETA. Chapter III discusses title II of the Education Amendments of 1976 (Vocational Education Act) and examines some serious data problems. Chapter IV discusses information on vocational education that has not been covered by previous and present statistical summaries i.e., impact of Federal legislation, strengths and weaknesses of vocational education today, student benefits, duplication between manpower training and vocational education. The financing of continued expansion of vocational education in the face of dwindling tax resources is discussed in Chapter V. Chapter VI is largely a discussion of Project Baseline's role in the five years of its existence and what its role may be in the future. Appendixes include the text title II of the Education Amendments of 1976 and other data related to the Baseline project. (SH)

DOCUMENTS

Resumes

The document resumes presented in this section are numerically ordered by ED number. Users may scan this section for documents of interest, or use the subject, author, or institution indexes to locate documents in a specific field or produced by a particular author or institution.

ED 159 304 CE 013 355

Cava, Karen

Job Placement Center. Final Report.

Allegheny Intermediate Unit, Pittsburgh, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—30 Jun 77

Note—106p.; Not available in hard copy because of poor reproducibility; For related documents see ED 137 582 and ED 077 959

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Aptitude Tests, Employment Counselors, Employment Interviews, Employment Opportunities, Employment Programs, *Employment Services, Interest Tests, Job Applicants, Job Market, *Job Placement, *Job Search Methods, Postsecondary Education, *Program Effectiveness, Secondary Education, *Student Employment, *Student Placement, Workshops, Youth Employment

Objectives of the second-year project described in this report were (1) to conduct a series of one-day workshops on job searching skills for at least 400 high school students and recent graduates; (2) to test interested students and match individual abilities and interests with available employment; (3) to contact at least 600 potential employers; (4) to involve the Bureau of Employment Security; (5) to fill at least 50% of the openings listed with the Center with participating students and graduates; and (6) to determine the feasibility of establishing satellite centers. Procedures for attaining these objectives are described, as well as results obtained, including results of a pilot study on satellite placement centers. Four major evaluations are presented: the job information workshops, the satellite pilot study, the Job Placement Center project overall, and a one-year followup re-evaluation of the project. Conclusions and recommendations are presented and include implementing the Job Placement Center program within the high schools of one or two interested school districts. The major portion of the report consists of appendixes–primarily the evaluation forms and responses for both the Job Placement Center and the pilot study. (Related document ED 137 582 presents the first-year report of the project.) (BL)

ED 159 306 CE 013 877

Wood, Tom Petrie, Edwin T.

Orientation to Careers in Transportation. Teachers Guide.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Curriculum Center for Occupational and Adult Education.

Pub Date—73

Contract—OEG-0-71-4691(357)

Note—86p.; For related documents see CE 013 878-885

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Bibliographies, Career Awareness, *Career Education, Career Exploration, Career Opportunities, *Career Planning, Curriculum Guides, Elementary Education, Junior High Schools, Occupational Information, *Orientation, Orientation Materials, Program Planning, Resource Materials, Role Perception, School Industry Relationship, Self Concept, Student Teacher Relationship, *Transportation, Work Attitudes

Intended for use by teachers in elementary and junior high schools, this guide, which is part of a series on career education in transportation, presents an orientation program for existing and emerging careers in the field of transportation. Chapter I gives an introduction to career education and its four phases: career awareness, career orientation, career exploration, and career preparation. Chapter II stresses the use of resource materials for occupational information on careers in transportation. Chapter III explains the roles of the following participants in a career orientation program: the career orientation teacher, student, parent, administrator, counselor, academic teacher, vocational education teacher, librarian, and industry personnel. Chapter IV outlines the three units that compose the program plan (student activities for these three areas are published in a separate student manual, CE 013 878): (1) clarification of individual self concepts; (2) development of an appreciation for the dignity and worth inherent in work and the value of each individual's contribution to the world of work; and (3) a transitional, unstructured exercise in which the student chooses a transportation-oriented career and maps out his expectations as preparation for the next step in career education, the exploration phase. For units 1 and 2, rationales, objectives, suggested learning activities, and resources are included. Chapter V contains an exhaustive bibliography of resource materials available on transportation, listing books, journals, government publications and films. (ELG)

ED 159 307 CE 013 878

Wood, Tom

Orientation to Careers in Transportation. Student Manual.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Curriculum Center for Occupational and Adult Education.

Pub Date—75

Contract—OEG-0-71-4691(357)

Note—31p.; For related documents see CE 013 877-885

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Awareness, Career Choice, *Career Education, Career Exploration, Career Opportunities, *Career Planning, Elementary Education, Junior High Schools, *Learning Activities, Needs Assessment, *Occupational Information, *Orientation, Orientation Materials, Resource Materials, Self Concept, Self Evaluation, *Transportation, Workbooks

One of a series devoted to the topic of career education in transportation, this guide is designed for elementary and junior high school students to use in gaining career orientation. The three units that comprise this guide provide student activities for the three program areas outlined in the teacher's guide, which is published separately (CE 013 877). Unit I deals with the topic of self-concept and asks students to list and assess their interests and abilities. Unit II discusses the needs, attitudes, and aptitudes that affect career choice and through a series of exercises enables students to determine their own; activities are included for orientation to career opportunities in all fields as well as in transportation. Unit III requires students to develop a career exploration plan, using all the various resources at their disposal. (ELG)

ED 159 308 CE 013 879

Exploration of Careers in Transportation. Teacher's Guide.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Curriculum Center for Occupational and Adult Education.

Pub Date—73

Contract—OEG-0-71-4691(357)

Note—86p.; For related documents see CE 013 877-885

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Bibliographies, Career Awareness, *Career Education, *Career Exploration, Career Ladders, Career Planning, Communication Skills, Curriculum Guides, Employment Opportunities, Individualized Programs, Instructional Materials, Job Skills, Occupational Information, Performance Based Education, Program Development, Program Evaluation, *Program Planning, Resource Materials, Role Perception, School Industry Relationship, Senior High Schools, Student Teacher Relationship, Teaching Methods, *Transportation

One of a series devoted to career education in transportation, this guide, which is intended for use by teachers in grades 9-10, presents a program for the exploration of existing and emerging careers in transportation. Section I gives an introduction to career education and its four progressive phases: career awareness, orientation, exploration, and preparation. Section II stresses the use of resource materials for occupational information on transportation careers. Section III explains the roles of the educational, family, and industrial participants in a career exploration program. Section IV outlines the program plan which is designed as an individualized and performance-based instructional system. Eleven objectives are identified for the program: (1) communication skills, (2) transportation's contribution to society, (3) changing employment, (4) job operations, (5) employment outlook for specific fields, (6) skills required, (7) job descriptions, (8) career ladders, (9) life styles, (10) entry level requirements, and (11) career planning. The learning activities necessary to achieve these objectives are classified as vicarious, simulation, or experiential, and the appropriate type is discussed for each objective. (A separate student manual, CE 013 880, contains the activity worksheets.) For the teacher, evaluation of the program is emphasized as the concluding step in the plan. Section V provides a bibli-

ography of resource materials available on transportation, including books, journals, government publications, and films. (ELG)

ED 159 309 CE 013 880

Exploration of Careers in Transportation. Student Manual.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Curriculum Center for Occupational and Adult Education.

Pub Date—75

Contract—OEG-0-71-4691(357)

Note—44p.; For related documents see CE 013 877-885

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Education, *Career Exploration, Career Ladders, Career Planning, Communication Skills, Employment Opportunities, Individualized Programs, Job Skills, *Learning Activities, Occupational Information, Performance Based Education, Resource Materials, School Industry Relationship, Senior High Schools, *Transportation, Workbooks

Part of a series devoted to the topic of career education in transportation, this manual, which is intended for use by students in grades 9-10, provides learning activities for a career exploration program in the field of transportation. Following the program plan outlined in the teachers' guide (CE 013 879), the activities are divided into the eleven categories of the program's objectives: (1) communication skills, (2) transportation's contribution to society, (3) changing employment, (4) job operations, (5) employment outlook for specific fields, (6) skills required, (7) job descriptions, (8) career ladders, (9) life styles, (10) entry level requirements, and (11) career planning. As an individualized instructional program, the types of activities included allow the students flexibility in choosing how and what objectives they will work towards. The activity worksheets that they will complete for each objective require them to consult outside resources, such as industrial personnel, newspapers, and reference materials, and analyze their own thoughts. In a section of supplementary teacher material, it is suggested that the procedure of students working in small groups may be more beneficial than their working individually. (ELG)

ED 159 310 CE 013 881

Preparation for Careers in Transportation. Teachers Guide.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Curriculum Center for Occupational and Adult Education.

Pub Date—73

Contract—OEG-0-71-4691(357)

Note—116p.; For related documents see CE 013 877-885

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Bibliographies, Career Awareness, *Career Education, Career Exploration, Career Planning, Cooperative Programs, Correspondence Courses, Curriculum Guides, Educational Objectives, Individualized Programs, Learning Activities, Learning Modules, Models, Occupational Information, Performance Based Education, *Program Planning, Resource Materials, Role Perception, School Industry Relationship, Senior High Schools, Student Teacher Relationship, *Trade and Industrial Education, *Transportation

One in a series devoted to transportation career education, this guide which is intended for use by teachers in grades 11 and 12, presents a program to prepare students for careers in transportation. Section I gives an introduction to career education and its four phases: career awareness, orientation, exploration, and preparation. Section II stresses the use of resource materials for occupational information on transportation careers. Section III explains the roles of the educational, family, and industrial participants in a career preparation program. Section IV describes five program types in which the program plan can be used (e.g., in-school training, correspondence course, etc.). Section V discusses the program plan and model, emphasizing the use of individualized learning modules. Six objectives are identified for the student: the affirmation of career plans developed in the career exploration program; determination of immediate career preparation; choice of program for career preparation; participation in appropriate learning experiences; refinement of career plan in light of learning experiences; and upon graduation, entrance to a job or postsecondary program. For each objective, activities are suggested both here and in a separate student manual (CE 013 882). Section VI provides a bibliography of resource materials available on transportation. (ELG)

ED 159 311 CE 013 882

Preparation of Careers in Transportation. Student Manual.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Curriculum Center for Occupational and Adult Education.

Pub Date—75

Contract—OEG-0-71-4691(357)

Note—170p.; For related documents see CE 013 877-885

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Business Administration, *Career Education, Career Planning, Costs, Educational Objectives, Environmental Influences, Job Development, *Job Skills, *Learning Activities, Motor Vehicles, Occupational Information, Occupational Mobility, Performance Based Education, Resource Materials, Senior High Schools, *Trade and Industrial Education, *Transportation, Workbooks

Identifiers—Entrepreneurships

Part of a series devoted to the topic of career education in transportation, this manual, which is intended for use by students in grades 11 and 12, is composed of three units designed to aid in preparing students for entry level positions or postsecondary education in the field of transportation. Unit I, which is concerned with the student's general development, includes such subjects as sources of occupational information, maps, paperwork, women's role in the world of work, labor unions, education, and job application skills. Unit II treats specific skills required by various careers in transportation: (1) tracing the origin and flow of power through a transportation system; (2) computing the cost of operating an automobile; (3) computing the cost of operating a truck; (4) performing routine automotive transportation maintenance; (5) cleaning and gapping a spark plug; (6) tuning a four-cycle engine; (7) buying used transportation; (8) monitoring surface transportation noise; (9) advancing in the retail car and truck business; and (10) developing one's own job in transportation. For each of these skills, the following items are provided: student objectives, related occupations, background information, implementation of learning activities, resource materials, and student worksheets. Unit III introduces the student to the idea of entrepreneurship in the transportation business. (A teachers' guide for a career preparation program to be used in conjunction with this student manual is published separately, CE 013 881.) (ELG)

ED 159 312 CE 013 883

Allen, Harold And Others

Intermodal Transportation Career Education. An Occupational Cluster Paradigm.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Curriculum Center for Occupational and Adult Education.

Pub Date—72

Contract—OEG-0-71-4691(357)

Note—154p.; For related documents see CE 013 877-885

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Career Awareness, *Career Education, Career Exploration, Career Ladders, Core Curriculum, *Curriculum Development, Elementary Secondary Education, Federal Programs, Fused Curriculum, Models, *Occupational Clusters, *Occupational Information, Resource Materials, Task Analysis, *Transportation

One in a series devoted to the topic of careers in transportation, this guide, which is intended to aid in curriculum development for transportation career education in elementary through high school, provides information and models for career education and the transportation field. The four sections that comprise the guide are the following: (1) career education, reviewing its goals and four phases: career awareness, orientation, exploration, and preparation; (2) transportation, discussing its development, governmental involvement, and four major types: land, water, aerospace, and pipelines; (3) the transportation career education cluster, which fuses career education with the concepts of intermodal transportation careers (careers which contain job elements of more than one mode of transportation) and includes twelve major occupational groups and sixty-one job families; and (4) an in-depth analysis of the twelve transportation occupational groups. The twelve career service areas consist of data management, distribution, environmental protection maintenance, management, marketing, passenger services regulatory agencies, safety and security, systems planning, vehicle operation, and vehicle support. For each, section IV provides a definition, task analysis, core curriculum elements, career ladders, and recommended related courses. (ELG)

ED 159 313 CE 013 884

An Implementation Guide for Intermodal Transportation Career Education. Revised Edition.

Associated Research Corp., South Miami, Fla.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Curriculum Center for Occupational and Adult Education.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—75

Contract—OEG-0-71-4691(357)

Note—59p.; For related documents see CE 013 877-885

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Career Education, Educational Objectives, Evaluation Methods, Formative Evaluation, Instructional Materials, Instructional Media, Performance Based Education, *Program Development, Programed Units, Program Effectiveness, Program Evaluation, Program Guides, *Program Planning, Summative Evaluation, *Transportation, Unit Plan

One of a series devoted to career education in transportation, this teachers' guide, which is a revised edition of a guide issued in 1974, covers the planning, implementation, and evaluation of programs in transportation career education and provides forms to be used in these three processes. The most important principles in program planning are outlined, followed by a descriptive checklist on career education program planning. Directions are then given to plan for program implementation. A separate section covers the planning of individual

units (parts of the program distinctive enough to have their own well-defined objectives) in career education. It suggests that the teacher first determine the unit's objectives and then prepare a unit work plan. Two types of evaluation are discussed for the units and program: formative evaluation, which is conducted as the program develops and initiates adjustments in response to specific observations and recommendations, and summative evaluation, which is undertaken upon conclusion of the entire program or of its individual units. To aid in this evaluative process, several lists are provided, outlining the major factors to be considered in such areas as basic program effectiveness, reasonableness of expectations for the program, and media and materials evaluation. (The Transportation Curriculum Project requests that copies of program evaluations be sent to it as part of its efforts to evaluate and modify its materials in this series.) (ELG)

ED 159 314 CE 013 885

Maples, Wallace R. Babb, Charles W.

An Articulation Guide for Intermodal Transportation Career Education.

Middle Tennessee State Univ., Murfreesboro.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Curriculum Center for Occupational and Adult Education.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—76

Contract—OEG-0-71-4691(357)

Note—29p.; For related documents see CE 013 877-884

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Articulation (Program), *Career Education, Communication Problems, Cooperative Planning, Correspondence Schools, Curriculum Development, Industrial Education, Industry, Information Sources, Instructional Materials, Integrated Curriculum, *Interinstitutional Cooperation, Intermediate Grades, Needs Assessment, Performance Based Education, Postsecondary Education, Program Coordination, Program Development, Proprietary Schools, *School Industry Relationship, Secondary Education, *Transportation

Identifiers—Transportation Curriculum Project

Designed to facilitate the transition of students in transportation career education from the secondary to the postsecondary level, this guide, which is part of a series on career education in transportation, deals with the problem of the lack of communication between the two levels necessary for a unified, comprehensive career education system. In its first sections it provides secondary school teachers and counselors, as well as postsecondary school faculty and admissions officers, with background information on transportation. The various types of transportation (land, water, air, and pipeline) are defined, and some major problems with the transportation industry are identified (e.g., the energy crisis). The next section discusses transportation career education (for intermodal transportation careers which combine job elements from several types of transportation) and reviews the work of the Transportation Curriculum Project (TCP), which has produced instructional materials covering grade 6 to postsecondary training. Finally, the guide lists sources of information to which the student can be directed for further career education. Recommendations to solve the articulation problem stress the importance of a formal organization, composed of secondary and postsecondary schools and the transportation industry, whose purpose is to achieve an integrated educational plan and to insure that the student acquires specific job skills. (ELG)

ED 159 315 CE 013 896

Job Placement and Follow-Up Manual.

Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education.

Pub Date—77

Note—41p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Responsibility, Advisory Committees, Area Vocational Schools, *Employment Interviews, Employment Opportunities, *Employment Services, Job Application, *Job Placement, Job Search Methods, Objectives, Personnel Selection, Post Secondary Education, Program Evaluation, Program Guides, *Program Planning, Recruitment, Staff Role, State Boards of Education, State Standards, Student Personnel Programs, Technical Institutes, *Vocational Education, *Vocational Followup

This operational guide for job placement specialists and others charged with establishing and operating placement and followup programs in state and area vocational-technical schools and joint college programs is presented in eleven sections: (1-3) A centralized, specialized program is proposed to meet state board of education requirements, to assess student's interests, needs, and skills, to place students, and to followup student progress, salary, job/training relationship, weaknesses, and suggestions; (4) twelve placement and followup objectives are suggested; (5) it is advised that the specialist send only qualified applicants to interview; (6) responsibilities are suggested for each staff position; (7) operational guidelines for student services, location, hours, and clerical staff are provided; (8) job interview skills, involving application, resume, and interviewing techniques, are outlined; (9) the job bank system and agencies helpful in locating jobs are discussed; (10) the advisory committee make-up and duties are detailed; and (11) the TECHDAYS program (a coordinated state department of education and area school staff effort to bring in employers to interview) and a TECHDAYS component called Operation RIPE (recruiting and interviewing prospective employees) are described. The appendix contains ten sample documents related to TECHDAYS' communications with prospective employers, agenda and schedule, and evaluation procedures. (CSS)

ED 159 316 CE 015 146

Egry, Anne M.

An Analysis of the Phonic Abilities of High School Shorthand Teachers and Students and of the Phonetic Patterns of Correspondence of the Most-Used Business Words.

Pub Date—76

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Business Communication, Failure Factors, Graphemes, *High School Students, *Phoneme Grapheme Correspondence, Phonemes, *Phonetic Analysis, Phonetic Transcription, Phonics, Phonology, Research Needs, *Secondary School Teachers, Senior High Schools, *Stenography, Structural Analysis, Success Factors, Teaching Methods, Word Lists, Writing Skills

Identifiers—*Business Vocabulary

Since the phonic abilities of high school shorthand teachers and students affect the students' mastery of dictation and transcription, a study was conducted (1) to develop a dictation/transcription learning cycle depicting the phoneme/grapheme correspondence in the two processes; (2) to determine the phonetic patterns of correspondence of the 5,170 most used business words in the two processes; and (3) to identify and analyze the phonic abilities of the teachers and students. The California Phonics Survey was administered to 341 shorthand students and twelve teachers in eleven Pittsburgh schools to ascertain the individual's ability to associate relationships between spoken sounds and written symbols. Based on the results (eighty-five percent of the students and thirty-three percent of the teachers showed serious phonic deficiencies), the need for studies in the following three areas was found: to determine if phonically disabled shorthand testees would benefit from developmental or remedial phonics instruction; to discover which of the currently used shorthand systems has the most phonically regular base and would be the easiest to learn; and to gather evidence concerning the concept of configuration and its relationship to dictation speed and visual discrimination. Also, several recommendations were proposed, including that a more structured language arts approach be incorporated into shorthand teaching methods and a more analytical, scientific approach be used towards coursework. (ELG)

ED 159 317 CE 015 200

Milliken, W. James Whaples, Gene C.

Implications of Work Values to Job Satisfaction in the Maryland Cooperative Extension Service.

Pub Date—Apr 78

Note—24p.; Paper presented at the Annual Adult Education Research Conference (San Antonio, Texas, April 5-7, 1978); Not available in hard copy because of faint, broken type in the original; For a related document see CE 015 182

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrative Personnel, Agricultural Education, Extension Agents, Field Studies, Individual Development, *Job Satisfaction, Motivation, Organizational Climate, Personal Values, *Professional Personnel, Promotion (Occupational), *Psychological Patterns, Questionnaires, Salaries, Sex Differences, Specialists, Supervisors, *Values, *Work Attitudes

Identifiers—County Extension Agents Job Satisfaction Inventory, Herzberg (Frederick), Values for Working

A study was done to determine if work values of the Maryland Cooperative Extension Service faculty were related to Herzberg's job satisfaction elements. The design was ex post facto, exploratory field research. Subjects included 273 extension faculty members. A mail questionnaire composed of Hughes and Flowers' "Values for Working" and an adaptation of Calloway's County Extension Agents Job Satisfaction Inventory received 93.3% responses. Analysis revealed differences in work value system orientation and job satisfaction level and a relationship between work values and job satisfaction. Work value means were as follow: existential, 30.92; sociocentric, 19.95; manipulative 15.83; conformist, 15.71; tribalistic, 10.24; and egocentric 3.30. Factor analysis of job satisfaction indicated eight factors contributing to variance: achievement, supervision, salary, reporting, responsibility, advancement, recognition, and working conditions. The highly egocentric group was significantly less satisfied with the job and two Herzberg factors: working conditions and recognition. Those higher in sociocentrism were more satisfied with the salary factor but not with the job. Males scored higher on manipulative, conformist, and tribalistic values. Females scored higher on existential and sociocentric values. Higher age and years of experience were related to conformist values and job satisfaction. Educational level and behavioral science coursework were related to sociocentric, conformist, manipulative, and existential values. (See CE 015 182 for more detailed report.) (CSS/Author)

ED 159 320 CE 015 872

[IOWAscript Project.] Final Report.

Des Moines Area Community Coll., Ankeny, Iowa.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—[74]

Note—155p.; Not available in hard copy because of poor print quality

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Career Education, *Career Planning, Elementary Secondary Education, Information Dissemination, Inservice Programs, *Instructional Materials, *Microforms, *Occupational Choice, *Occupational Information, Pilot Projects, Post Secondary Education, *Program Descriptions, Program Evaluation, Scripts, Vocational Education

Identifiers—*Iowa

The report describes the "IOWAscript" project (that extended from March 1971 through February 1974) to develop and disseminate occupational information as a tool for career decision making. Entry level occupations available in Iowa and not requiring a baccalaureate degree were researched with employers and public and private agencies. During the project first year, data on 205 occupations were developed, microfilmed on aperture cards, and distributed to eleven secondary schools for testing and evaluation. The next two years included elementary, postsecondary, and special groups users, in addition to secondary, with the total users at all locations estimated at 40,000. Inservice workshops and meetings for staff were held, a script written at sixth-grade reading level was microfilmed and distributed on aperture cards to accompany the occupational cards, and additional supportive materials were developed to help implement the project. Conclusions were that the occupational information is needed and will be used if available, that the microfilm method of presentation is very acceptable, and that a strong inservice component is needed. Most of the report consists of appended project materials. (MF)

ED 159 321 CE 015 938

McClain, Thomas W., Ed.

Towards Better Methods of Labor Market Analysis for Educational and Training Program Planning.

Boston Univ., Mass. Regional Manpower Inst. on Employment Policy.Massachusetts Univ., Amherst. Inst. for Governmental Services.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date—Sep 77

Note—45p.; Photographs may reproduce poorly

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Characteristics, Data Analysis, Data Collection, Demonstration Programs, Employment Patterns, Employment Projections, Employment Trends, Food Service Industry, Information Sources, Job Market, Labor Force, *Labor Market, *Labor Supply, *Manpower Needs, Program Planning, *Research Methodology, Resources, Secondary Education, *Trend Analysis, *Vocational Education

Identifiers—Hampshire Educational Collaborative MA, Regional Manpower Institute MA

This booklet for educational and training planners is designed to increase understanding of labor market processes and thus to improve vocational education planning. As model illustrations, two local Massachusetts projects are described. The Worcester model, presented in chapter 1, is used by Boston University's Regional Manpower Institute to focus on high school graduates' transition from school to work. Data analysis is advised to determine local labor market trends, community uniqueness, baseline patterns, etc. The U.S. Census, Bureau of Labor Statistics, school records, and employer interviews are cited as useful resources. Chapter 2 presents research methods used by the Hampshire Educational Collaborative. It is suggested that forecasting models include demand and supply information, sufficient job details, and changing technology considerations. Data gathering methods and steps for developing an interfacial manpower picture are discussed. Steps listed include obtaining demand and supply analyses, student needs survey, employment history, and program evaluation. There are four appendixes. The first contains a detailed sample forecast study for a high school vocational food preparation/service training program. Other appendices are an annotated list of published labor market analysis resources, a glossary of terms, and a brief report of an Amherst food service telephone survey. (CSS)

ED 159 324 CE 016 108

Eide, Kjell

Education and Work.

Council for Cultural Cooperation, Strasbourg (France).

Pub Date—26 Feb 78

Note—20p.; Paper presented at the Educational Research Symposium "School and after" (Peebles, Scotland, 26 February - 3 March 1978)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Adult Education, Cooperative Planning, Educational Change, Educational Development, Educational Needs, Educational Trends, Elementary Secondary Education, *Employment, Employment Potential, Employment Practices, Employment Trends, *General Education, *Interaction, Preschool Education, Research Needs, School Industry Relationship, *School Role, Social Attitudes, Social Change, Socioeconomic Influences, Student Employment, *Vocational Education, Work Attitudes

Identifiers—*World of Work

In this speech the author examines the contact points between education and the world of work and discusses the strengths and weaknesses of the relation of the two systems. He identifies and evaluates the following major areas of contact: (1) pre-school education, which is growing for children as both parents increasingly choose to work, but whose value is unclear and requires more research; (2) basic education, which often stresses ranking children according to their performance so that the outside world may judge them as potential employees, rather than giving them the orientation they need towards their living environment; (3) lower secondary level, which often divides students into vocational or theoretical training and thus unfairly determines their future; (4) upper secondary and higher education, in which many students try out their career interests and capabilities while in school by working during vacation or at part-time jobs, but which suffers from the same classification problem as earlier schooling; and (5) adult education, which of all the types of education is least influenced by the distinction between general and vocational education and should be defined in terms of the student's own preferences. The author concludes that both schools and work life are undergoing periods of change during which the role of education as a disseminator of knowledge and in social selection is weakening and society's attitudes toward work is turning from negative to positive. His vision for the future pictures the conscious development of the two systems in a way that each may contribute to the desirable development of the other. (ELG)

ED 159 327 CE 016 139

Dieffenderfer, Richard A. And Others

Improving Vocational Teacher Education Department Linkages with Business, Industry, and Labor. Final Report.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—Jun 77

Note—120p.; Parts of some pages in this document may not reproduce well due to broken type

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Advisory Committees, Manuals, Program Descriptions, Program Development, *School Community Relationship, *School Industry Relationship, School Surveys, *Staff Improvement, *Teacher Education, *Teacher Programs, Teacher Workshops, *Vocational Education Teachers

Identifiers—School Work Linkages

A summary of project activities for improving vocational teacher education department linkages with business, industry, and labor is presented in this final report. Described are goals and objectives of the project, the project planning committee, the national survey of vocational teacher education departments, the review of current practices, the resource handbook development, the training workshop, and an overview of the final resource handbook sections. Addendums and handbook sections make up the greater part of the report and include a review of current practices, a summary of survey results, and introductory descriptions of the handbook sections. These sections include staff development, advisory committees, cooperative internships, personnel exchange programs, workshops, site visits, resource persons, and program support. (TA)

ED 159 328 CE 016 240

Healas, Donald V.

Vocational Education's Role in Establishing Secondary Students in Business and Industry.

Pub Date—3 May 78

Note—10p.; Paper presented at the National Conference on Job Creation and Development (Crystal City, Virginia, May 3, 1978)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Advisory Committees, Economically Disadvantaged, Employer Employee Relationship, Employment, Employment Experience, Employment Opportunities, Employment Programs, Handicapped Students, Job Placement, Minority Groups, School Community Relationship, *School Industry Relationship, Secondary Education, Success Factors, *Urban Youth, *Vocational Education, Vocational Education Teachers, Vocational Followup, *Work Experience Programs

Identifiers—Entrepreneurships, *Ohio (Cleveland), *School to Work Transition

Vocational education does not create jobs, but rather is a force in readiness, meeting the demand for workers by the business-industrial complex. At the heart of the process of providing job opportunities to urban youth in Cleveland are the vocational teachers and teacher coordinators who have the primary responsibility for placement and followup. Besides technical advisory committees which, as representatives of the business-industrial complex, assist in opening doors to employment opportunities, various programs have been developed to help students make the transition from school to work: the job placement program, school-to-work linkage program, occupational work experience program, cooperative work experience program, and early job placement. Cooperative work experience programs have been found to be both popular and successful, with seventy percent of the students remaining with the work experience companies after graduation. Since sixty-nine percent of students in grades 11 and 12 enroll in vocational education programs, there is some assurance that minority groups, the economically disadvantaged, and the handicapped are involved. Thus, vocational education has achieved some success in assisting youth and adults in the transition from school to work; but in assisting them in establishing themselves as entrepreneurs, it has encountered several barriers: lack of investment capital, lack of business experience, and lack of a well-defined self concept on the part of the students To maintain and ultimately increase the level of cooperation and involvement that vocational education programs have achieved with the community and the business-industrial complex, the programs must continue to communicate with, listen to, and respond to the world of work. (ELG)

ED 159 329 CE 016 421

The Public Employment Service and Help Wanted Ads: A Bifocal View of the Labor Market. R&D Monograph 59.

Employment and Training Administration (DOL), Washington, D.C.

Pub Date—78

Contract—DL-21-11-74-28

Note—124p.; For a related document see ED 138 735

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00318-1)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Agency Role, Comparative Analysis, *Employment Opportunities, Employment Practices, *Employment Services, Geographic Location, *Job Market, *Job Search Methods, Labor Legislation, Newspapers, Occupational Information, *Recruitment

Identifiers—*Employment Service, *Help Wanted Ads, Wagner Peyser Act

The study reported in this document is part of a larger research effort by the Employment and Training Administration to examine recruitment and hiring processes. This study presents a comparison of stocks and flows of occupational listings in help wanted ads and listings placed with the public employment service (ES) by local employers. Comparisons are made at the end of each of twelve months in twelve labor market areas (Atlanta, Boise, Dayton, etc.). Employers using one or the other or both medium(s) are identified. Volume comparisons are made for occupational and industrial makeup and between geographic areas. Analysis is made of the impact of low-pay, low-status occupations on intermediaries, and the effect of mandatory listings on the ES. Findings include twenty-three highlights: (1) on first encounter, the ES and want ads have approximately the same listings volume of jobs available to job seekers; (2) a daily visit to ES exposes job seekers to 1.2 additional jobs during remaining monthly work days; (3) want ads receive almost three times more new listings than ES in twenty-eight days, and higher volume in all occupations; etc. The findings are thought to be germane to considerations of amending the Wagner-Peyser Act. (A more extensive report of this same study is also available. See note.) (CSS)

ED 159 330 CE 016 432

Hull, William L. McCaslin, Norvol L.

Career Education Implementation: A Handbook for Strategy Development. Research and Development Series No. 112.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Pub Date—Dec 77

Contract—NE-C-00-0080

Note—142p.; Not available in hard copy due to reproducibility problems; For related documents see CE 016 434 and CE 016 848

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Guides, *Career Education, *Change Strategies, *Guidelines, *Motivation Techniques, Planning, *Program Administration, *Program Development, Program Evaluation

Designed as a resource for project directors and others who must implement career education products, this handbook is divided into two sections: a procedural guide and a set of thirty illustrated techniques. A glossary of terms and an introduction explaining basic assumptions, purposes, uses, and philosophy of the handbook precede the procedural guide, which is divided into seven steps. Intending to lead a career education advocate through the process of implementing a product, these steps include establishing incremental objectives, profiling influential elements, selecting appropriate implementation techniques, timing and sequencing the actions, initiating the actions, assessing the impact of the actions, and reformulating the strategy. The techniques section contains ideas for influencing others to accept career education. The techniques have been ordered in three modes: informative techniques, persuasive techniques, and directive techniques. Included with each technique is the following information: definition, background discussion, description of the technique in action, and advantages and disadvantages of its use. (For a report that describes the conceptualization, development, and evaluation of this handbook see CE 016 848.) (BM)

ED 159 331 CE 016 570

Career Education Incentive Act. 95th Congress, 1st Session. Report [to Accompany S.1328].

Congress of the U.S., Washington, D.C. Senate Committee on Human Resources.

Report No.—Senate-95-498

Pub Date—17 Oct 77

Note—31p.; Not available in hard copy due to reproducibility problems

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Career Education, Demonstration Projects, *Educational Legislation, Elementary Secondary Education, Federal Legislation, Federal Programs, Federal Regulation, *Incentive Grants, Postsecondary Education, *Program Development, *Program Improvement, *State Federal Aid

Identifiers—*Career Education Incentive Act, Education Amendmen*s 1974 Title IV Section 406

This report submitted to the Congress from the Committee on Human Resources contains the Career Education Incentive Act, a bill which provides federal financial incentives to states to develop, implement, and strengthen career education programs. A summary of the bill follows a chronological review of the legislation's consideration in Congress. Also presented are the committee's views, including the following information: definition of career education; need for career education; history of career education; accomplishments of career education; and need for more extensive federal support. The provisions of the bill are explained under the following categories: purpose, authorizations, allotments, within-state distribution, applications, state plan, use of funds, model programs, career education information, evaluation, postsecondary education demonstration projects, payments, administration, and definitions. Cost estimates are given, and regulatory impact evaluation is explained. The votes the bill received in the committee are designated, and a section-by-section analysis of the bill's sixteen sections is presented. Finally, changes in the existing law (Education Amendments of 1974, Title IV, Section 406) are described. (BM)

ED 159 332 CE 016 577

Curry, Evans W. And Others

Significant Other Influence and Career Decisions: Volume I. Black and White Male Urban Youth. Research and Development Series No. 107.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jun 76

Contract—NE-C-00-3-0079

Note—267p.; Not available in hard copy because of faint print; For a related document see CE 016 578

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Black Students, Career Choice, *Career Planning, Caucasian Students, Decision Making, *Educational Planning, Family Influence, Grade 10, *Males, Models, Occupational Aspiration, *Parent Influence, Race Influences, *Racial Differences, *Role Models, Statistical Analysis, Statistical Data, Teacher Influence

A study examined the process by which parents and other individuals influence the educational and occupational plans of male high school sophomores. (A companion document, CE 016 578, reports similar findings for female high school sophomores.) Two causal models were studied: the first model employed as a measure of significant other influence the perceived encouragement toward advanced education (i.e. college) from parents and teachers, and the second model used the achievement expectations held for a student by individuals named by that student as significant others. Data were collected from a sample of 247 subjects, the subjects' parents, and individuals identified by the subjects as having been influential in affecting their educational and occupational career plans. The major findings were as follow: (1) both black and white youth identified similar numbers of significant others for their career decisions, and those listed tended to be of the same race as the respondents; (2) familial network provided the majority of significant others for both groups; and (3) extended family members were generally of greater importance for blacks than whites. Through statistical analysis of the data, a model (with variations) of career decision making was developed which has implications for career guidance. The researchers concluded that the "disaggregated objective significant other influence model" represented the optimum explanation of the formation of career plans in terms of the data analyzed, and implications for theory and measurement were presented according to the findings of this model. (Detailed descriptions of the sample, statistical analyses, and instrumentation are appended.) (BM)

ED 159 333 CE 016 578

Curry, Evans W. And Others

Significant Other Influence and Career Decisions: Volume II. Black and White Female Urban Youth. Research and Development Series No. 138.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.; Office of Education (DHEW), Washington, D.C.

Pub Date—Feb 78

Contract—NE-C-00-3-0079

Note—191p.; Not available in hard copy due to reproducibility problems; For a related document see CE 016 577

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Black Students, Career Choice, *Career Planning, Caucasian Students, Decision Making, *Educational Planning, Family Influence, Family Role, *Females, Grade 10, Housewives, Intelligence, Models, Occupational Aspiration, Parent Influence, Race Influences, *Racial Differences, *Role Models, Sex Differences, *Sex Role, Sex Stereotypes, Socioeconomic Status, Statistical Analysis, Statistical Data, Teacher Influence, Urban Population

Identifiers—Wisconsin Model of Status Attainment

Focusing on the formation of career plans among black and white females, a study was conducted using the theoretical and empirical framework provided by a modified version of the "Wisconsin Model" of status attainment. Data collection was designed to obtain information including parental socioeconomic status, mental ability, academic performance, and significant others' occupational and educational expectations. Information about significant others was collected from a sample of racially-balanced, female high school sophomores and from their significant others. The females were also asked to indicate home-career expectations. Three of the six most salient findings are as follow: significant

other variables were observed to be the most accurate predictors of career-choice variables; the home-career expectation of females did not manifest strong effects on educational or occupational expectation; and significant other variables did not affect educational and occupational expectation for females more strongly than for males. (A companion document, CE 016 577, reports and compares the findings for black and white males.) Thirteen hypotheses regarding the effects of sex-role differentiation based on the literature review were analyzed, and implications for research and theory are presented. (Detailed descriptions of the sample, statistical analyses, and instrumentation are appended.) (BM)

ED 159 334 CE 016 610

Quinn, Robert P.

Effectiveness in Work Roles: Employee Responses to Work Environments. Volume II–Appendices.

Michigan Univ., Ann Arbor. Survey Research Center.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date—77

Contract—DL-92-26-72-35

Note—192p.; For a related document see CE 016 655; Not available in hard copy because of poor reproducibility

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Data Collection, Employee Attitudes, Employer Attitudes, Evaluation Methods, *Interviews, Job Analysis, *Job Satisfaction, Motivation, Observation, Occupational Surveys, Performance Factors, Personnel Evaluation, *Questionnaires, Rating Scales, Task Performance, Vocational Adjustment, *Work Attitudes, *Work Environment

Identifiers—Work Roles

This appendix to the final report of a study on effectiveness in work roles contains nine methodological appendixes that provide the technical details of the measures used in the five-year study. (CE 016 655 is the final report.) Appendixes A and B are reproductions of the interview schedules for phases 1 and 2 and appendixes C and D reproduce the question booklets respondents were asked to fill out in phases 1 and 2, respectively. Appendix E depicts the rating scales which supervisors were asked to fill out concerning their subordinates in phase 1. Appendix F does the same for Phase 2. Appendix G spells out the procedures followed by the observers in phase 1 and includes a list of all rating scales employed. Appendix H provides similar information on the observations in phase 2. Appendix I presents the brief interview schedule used in phase 2 for a telephone follow-up of respondents who had left their original employers. (JH)

ED 159 335 CE 016 655

Quinn, Robert P.

Effectiveness in Work Roles: Employee Responses to Work Environments. Volume I.

Michigan Univ., Ann Arbor. Survey Research Center.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date—77

Contract—DL-92-26-72-35

Note—946p.; For the appendixes see CE 016 610

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price - MF06/PC38 Plus Postage.

Descriptors—Data Collection, Employee Attitudes, Employer Attitudes, *Evaluation Methods, Job Analysis, *Job Satisfaction, Motivation, Observation, Occupational Surveys, *Performance Factors, Personnel Evaluation, Questionnaires, *Task Performance, Vocational Adjustment, *Work Attitudes, *Work Environment

Identifiers—*Work Roles

A five-year study of effectiveness in work roles had four general objectives: (1) to assess associations between aspects of working conditions and indicators of employees' work role effectiveness; (2) to identify personal and situational characteristics that limit associations between working conditions and effectiveness; (3) to begin to map the statistical structure of associations among various classes of effectiveness measures; and (4) to assess the validity of effectiveness indicators when measured in different ways and tested against different causal factors. Major methodological findings were that information from different sources regarding working conditions and worker behavior is in agreement only for relatively unambiguous and external aspects of work. As the abstractness and, thus, potential ambiguity of a measure increase, assessments from workers, observers, and supervisors become increasingly liable to judgmental biases, such as the halo effect. Major substantive results include identification of stress effects upon worker attitudes and behaviors, including a withdrawal syndrome that begins with frequent absences and culminates in voluntary turnover. (Twenty-one chapters, each a self-contained paper including methodological information and citation of sources, comprise this final report. It is divided into two parts. Part I presents chapters on methodological topics including defining, measuring, and assessing the quality of employment, and assessing work environments with observational methods. Part II, employee responses to work environments, has three sections: work role stress and strain; motivation and rewards; and compatibility of work roles and life roles. A methodological appendix is available separately as CE 016 610.) (Author/JH)

ED 159 336 CE 016 662

Fire Service Training. Introduction to Fire Fighting. (Revised).

North Carolina State Dept. of Community Colleges, Raleigh.

Pub Date—Feb 76

Note—11p.; For related documents see CE 016 663-675

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Course Content, *Course Organization, Educational Programs, Fire Fighters, *Fire Science Education, Instructional Aids, Instructional Materials, Job Skills

First in a series of fourteen instructional outlines, this document provides an overview of a fire service training program designed for use by recently formed fire departments in which firemen have had no previous formal training. (Each of the other volumes in the set contains a more complete instructional outline of one portion of the program.) Forty-two hours are suggested for the completion of the fourteen-part course, and a specific number of hours is estimated for each topic. The fourteen topics are (1) introduction, (2) fire service rope, (3) portable extinguisher, (4) forcible entry, (5) fire apparatus, (6) fire stream, (7) treating the burn victim, (8) ventilation, (9) ladder, (10) salvage and overhaul, (11) rescue, (12) protective breathing equipment, (13) liquid and compressed gas emergencies, and (14) fire fighting procedures. Except for part 14, which should be covered last, the sequence for teaching the various practices can be arranged to meet the needs of the individual department. A bibliography of references that are used as guides throughout the set is included. (Two of the titles described in this introductory document–"Fire Hose Practices" and "Course Postmortem"–are not included in the actual set; in their places are "Immediate Care of the Burn Patient" [CE 016 675] and "LP and Compressed Gas Emergencies" [CE 016 674].) (ELG)

ED 159 337 CE 016 663

Fire Service Training. Salvage and Overhaul Practices. (Revised).

North Carolina State Dept. of Community Colleges, Raleigh.

Report No.—FIP-3022

Pub Date—Jun 74

Note—44p.; The manual for this unit is available from International Fire Service Training Association, Fire Protection Publications, Oklahoma State University, Stillwater, Oklahoma 74074 ($3.50); Another manual referenced in the unit, "Motor Fire Apparatus," is available from National Fire Protection Association, 470 Atlantic Avenue, Boston, Massachusetts 02210 (NFPA No. 1901, $4.75); For related documents see CE 016 662-675

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Course Content, Educational Programs, *Equipment, Fire Protection, *Fire Science Education, Instructional Materials, *Job Skills

Identifiers—Arson, *Overhaul (Fire Science), *Salvage (Fire Science)

One of a set of fourteen instructional outlines for use in a course to train novice firemen' this guide covers the topics of salvage and overhaul practices. In section 1 the techniques for the use and care of salvage equipment are presented. Besides covers, the major types of salvage equipment are arranged in kits according to the specific jobs to be done. Section 2 delineates various operations conducted during overhaul, including searching for and extinguishing hidden fires, determining the causes of the fire, recognizing arson, and obtaining data for the official report. This outline is to be used in conjunction with the International Fire Service Training Association's manual, "Salvage and Overhaul Practices" (see note). (An outline of the whole course covering all fourteen topics briefly is provided in the first volume of the set–CE 016 662.) (ELG)

ED 159 338 CE 016 664

Fire Service Training. Firefighting Procedures. (Revised).

North Carolina State Dept. of Community Colleges, Raleigh.

Report No.—FIP-3009

Pub Date—Jun 74

Note—30p.; Not available in hard copy due to reproducibility problems; The manual for this unit is available from International Fire Service Training Association, Fire Service Publications, Oklahoma State University, Stillwater, Oklahoma 74074 ($3.50); For related documents see CE 016 662-675

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Course Content, Educational Programs, Equipment, Fire Protection, *Fire Science Education, Instructional Materials, *Job Skills, Rescue, Ventilation

Identifiers—Arson, Forcible Entry, Overhaul (Fire Science), Salvage (Fire Science)

One of a set of fourteen instructional outlines for use in a course to train novice firemen, this guide covers firefighting procedures and principles. Emphasis is placed on pre-fire planning, the techniques for applying a plan to a course of action, and the selection of proper fire fighting procedures to meet specific needs. Besides the methods of sizing up a fire's situation, the various firefighting operations such as rescue, exposure protection, ventilation, extinguishment, salvage, and overhaul are described. This outline is to be used in conjunction with the International Fire Service Training Association's manual, "Fire Department–Facilities, Planning, and Procedures" (see note). (An outline of the whole course covering all fourteen topics briefly is provided in the first volume of the set–CE 016 662.) (ELG)

ED 159 339 CE 016 665

Fire Service Training. Ladder Practices. (Revised).

North Carolina State Dept. of Community Colleges, Raleigh.

Report No.—FIP-3016

Pub Date—Jun 74

Note—41p.; The manual for this unit is available from International Fire Service Training Association, Fire Protection Publications, Oklahoma State University, Stillwater, Oklahoma 74074 ($4.50); For related documents see CE 016 662-675

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Course Content, Demonstrations (Educational), Educational Programs, *Equipment, Fire Protection, *Fire Science Education, Instructional Materials, *Job Skills, Performance Based Education

Identifiers—*Ladders

One of a set of fourteen instructional outlines for use in a course to train novice firemen, this guide covers the topic of ladders. Designed for the combination lecture and practical application method of teaching, this part of the course explains and demonstrates various types of ladder construction, handling techniques, and maintenance. Its objective is met when the fireman achieves proficiency in climbing ladders and making raises both singly and as part of a team. This outline is to be used in conjunction with the International Fire Service Training Association's manual, "Ladder Practices" (see note). Also included is a handout on ladder inspection. (An outline of the whole course covering all fourteen topics briefly is provided in the first volume of the set–CE 016 662.) (ELG)

ED 159 340 CE 016 666

Fire Service Training. Forcible Entry. (Revised).

North Carolina State Dept. of Community Colleges, Raleigh.

Report No.—FIP-3011

Pub Date—Jun 74

Note—31p.; Not available in hard copy due to reproducibility problems; The manual for this unit is available from International Fire Service Training Association, Fire Protection Publications, Oklahoma State University, Stillwater, Oklahoma 74074 ($5.00); Transparencies for this unit are available from Robert J. Brady Company, Bowie, Maryland 20715 (Unit 2, $69.00); For related documents see CE 016 662-675

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Building Design, Course Content, Educational Programs, *Equipment, Fire Protection, *Fire Science Education, Instructional Materials, *Job Skills, Performance Based Education

Identifiers—*Forcible Entry

One of a set of fourteen instructional outlines for use in a course to train novice firemen, this guide covers the topic of forcible entry. Due to the nature of the subject, this part of the course is taught basically by lecture method, although practical applications by students are suggested wherever possible. The major areas of study include types of (1) building construction; (2) forcible entry tools; (3) doors; (4) property barriers, such as hedges and fences; (5) windows; (6) roofs; (7) floors; (8) walls, partitions, and ceilings; and (9) federal property. The objectives for this part of the course are satisfied when the fireman can identify various tools and describe the techniques used in forcible entry. This outline is to be used in conjunction with the Robert J. Brady Transparencies and the International Fire Service Training Association's Manual No. 101, "Forcible Entry, Rope and Portable Fire Extinguisher Practices" (see note). (An outline of the whole course covering all fourteen topics briefly is provided in the first volume of the set–CE 016 662.) (ELG)

ED 159 341 CE 016 667

Fire Service Training. Fire Apparatus Practices. (Revised).

North Carolina State Dept. of Community Colleges, Raleigh.

Report No.—FIP-3007

Pub Date—Jun 74

Note—46p.; The manual for this unit is available from International Fire Service Training Association, Fire Protection Publications, Oklahoma State University, Stillwater, Oklahoma 74074 ($4.50); Another manual referenced in this unit, "Fire Service Practices for Volunteer Fire Departments" ($4.50) is available from the same address; Transparencies for this unit are available from Robert J. Brady Company, Bowie, Maryland 20715 (Unit 3, $85.50); For related documents see CE 016 662-675

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Course Content, Educational Programs, *Equipment, *Fire Protection, *Fire Science Education, Instructional Materials, *Job Skills, Performance Based Education

One of a set of fourteen instructional outlines for use in a course to train novice firemen, this guide covers the topic of motorized fire apparatus. The fire fighter is instructed on the maintenance, maneuvering, and operation of equipment such as pumps, aerial ladders, and elevating platforms. Designed to be used with the Robert J. Brady Transparencies and the International Fire Service Training Association's manual, "Fire Apparatus Practices" (see note), this outline refers to the appropriate page or transparency numbers as guides. (An outline of the whole course covering all fourteen topics briefly is in the first volume of the set–CE 016 662.) (ELG)

ED 159 342 CE 016 668

Fire Service Training. Rescue Practices. (Revised).

North Carolina State Dept. of Community Colleges, Raleigh.

Report No.—FIP-3020

Pub Date—Jun 74

Note—23p.; Several pages in this document may not reproduce well because of faint print; The manual for this unit is available from International Fire Service Training Association, Fire Protection Publications, Oklahoma State University, Stillwater, Oklahoma 74074 ($3.50) ; For related documents see CE 016 662-675

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Course Content, Educational Programs, Fire Fighters, Fire Protection, *Fire Science Education, Instructional Materials, *Job Skills, *Rescue, *Safety Education

One of a set of fourteen instructional outlines for use in a course to train novice firemen, this guide covers the topic of rescue operations. Two types of rescue functions are recognized: the primary one consists of locating and saving trapped victims, and the secondary one of recovering bodies and making the area safe for other workers and equipment. The circumstances in which victims may be found and the techniques of carrying them to safety are described, and the precautions that the fireman should take for his personal protection are listed. This outline is to be used in conjunction with the International Fire Service Training Association's manual, "Fire Service Rescue and Protective Breathing Practices" (see note). (An outline of the whole course covering all fourteen topics briefly is provided in the first volume of the set–CE 016 662.) (ELG)

ED 159 343 CE 016 669

Fire Service Training. Fire Stream Practices. (Revised).

North Carolina State Dept. of Community Colleges, Raleigh.

Report No.—FIP-3010

Pub Date—Jun 74

Note—36p.; Contains occasional small, light print; The manual for this unit is available from International Fire Service Training Association, Fire Protection Publications, Oklahoma State University, Stillwater, Oklahoma 74074 ($4.50); Transparencies for this unit are available from Robert J. Brady Company, Bowie, Maryland 20715 (Unit 4, $328.00); For related documents see CE 016 662-675

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Course Content, Educational Practice, Equipment, Fire Protection, *Fire Science Education, Instructional Materials, *Job Skills, Performance Based Education

Identifiers—*Fire Streams

One of a set of fourteen instructional outlines for use in a course to train novice firemen, this guide covers the topic of fire streams. The various types of fire streams are identified as well as the methods used to produce them, emphasizing the operation of nozzles and the different kinds of friction loss. Designed to be used with the Robert J. Brady Transparencies and the International Fire Service Training Association's manual, "Fire Stream Practices" (see note), this outline refers to the appropriate page and transparency numbers as guides. (An outline of the whole course covering all fourteen topics briefly is provided in the first volume of the set–CE 016 662.) (ELG)

ED 159 344 CE 016 670

Fire Service Training. Rope Practices. (Revised).

North Carolina State Dept. of Community Colleges, Raleigh.

Report No.—FIP-3021

Pub Date—Jun 74

Note—27p.; A few pages in this document may not reproduce well because of poor print quality; The manual for this unit is available from International Fire Service Training Association, Fire Protection Publications, Oklahoma State University, Stillwater, Oklahoma 74074 ($5.00); Transparencies for this unit are available from Robert J. Brady Company, Bowie, Maryland 20715 (Unit 1, $39.00); For related documents see CE 016 662-675

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Course Content, Demonstrations (Educational), *Equipment, Fire Protection, *Fire Science Education, Instructional Materials, *Job Skills, Performance Based Education

Identifiers—*Knots, *Rope Usage

One of a set of fourteen instructional outlines for use in a course to train novice fireman, this guide covers the topic of rope usage. Developed from and designed to be used with the Brady Firefighting Service Transparencies on rope and the International Fire Service Training Association Manual No. 101, "Forcible Entry, Rope and Portable Extinguisher Practices" (see note), it refers to the appropriate page and figure numbers of the Manual and transparency numbers as guides. Specific directions, as part of a combination lecture and practical application method of teaching, are given to the instructor for demonstrating techniques and testing students, but it is noted that because of the broad scope of the outline, modifications will be needed for its use by particular fire departments. Placing emphasis on how and where rope is used, its limitation, and care, the portion of the course covered in this outline has as its objective the fireman's proficiency in tying all the basic knots and securing a number of items to be raised or lowered by ropes without assistance. A list of required materials is also included. (An outline of the whole course covering all fourteen topics briefly is provided in the first item of the set, CE 016 662.) (ELG)

ED 159 345 CE 016 671

Fire Service Training. Portable Fire Extinguishers. (Revised).

North Carolina State Dept. of Community Colleges, Raleigh.

Report No.—FIP-3018

Pub Date—Jun 74

Note—51p.; The manual for this unit is available

from International Fire Service Training Association, Fire Protection Publications, Oklahoma State University, Stillwater, Oklahoma 74074 ($5.00); Transparencies for this unit are available from Robert J. Brady Company, Bowie, Maryland 20715 (Unit 3, $238.00); For related documents see CE 016 662-675

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Course Content, Demonstrations (Educational), Educational Programs, *Equipment, Fire Protection, *Fire Science Education, Instructional Materials, *Job Skills, Performance Based Education

Identifiers—*Fire Extinguishers

One of a set of fourteen instructional outlines for use in a course to train novice firemen, this guide covers the topic of portable fire extinguishers. Designed to be used with the Robert J. Brady Transparencies and/or the film "Portable Fire Extinguishers" and with the International Fire Service Training Association Manual No. 101, "Forcible Entry, Rope and Portable Extinguisher Practices" (see note), it refers to appropriate page or transparency numbers as guides. Specific directions are given to the instructor for demonstrating techniques and testing student proficiency, and two phases of instruction are recognized: (1) lecturing on the requirements for fire, types of fires, types of extinguishers, and their operation; and (2) demonstrating and having students use various types of extinguishers. Also, two handouts for students developed by the North Carolina Department of Community Colleges Fire Service Training are included. (An outline of the whole course covering all fourteen topics briefly is provided in the first volume of the set–CE 016 662.) (ELG)

ED 159 346 CE 016 672

Fire Service Training. Protective Breathing Equipment. (Revised).

North Carolina State Dept. of Community Colleges, Raleigh.

Report No.—FIP-3019

Pub Date—Jun 74

Note—22p.; Some pages in this document may not reproduce well due to poor print quality; The manual for this unit is available from International Fire Service Training Association, Fire Protection Publications, Oklahoma State University, Stillwater, Oklahoma 74074 ($3.50); For related documents see CE 016 662-675

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Course Content, Educational Programs, Fire Protection, *Fire Science Education, Instructional Materials, *Job Skills, Safety Education, *Safety Equipment

Identifiers—*Breathing Equipment

One of a set of fourteen instructional outlines for use in a course to train novice firemen, this guide covers the topic of protective breathing equipment. The various types of breathing equipment and their use are described as well as the major respiratory hazards such as smoke and gases. This outline is to be used in conjunction with the International Fire Service Training Association's manual, "Fire Service Rescue and Protective Breathing Practices" (see note). (An outline of the whole course covering all fourteen topics briefly is provided in the first volume of the set–CE 016 662.) (ELG)

ED 159 347 CE 016 673

Fire Service Training. Ventilation. (Revised).

North Carolina State Dept. of Community Colleges, Raleigh.

Report No.—FIP-3024

Pub Date—Jun 74

Note—27p.; The manual for this unit is available from International Fire Service Training Association, Fire Service Publications, Oklahoma State University, Stillwater, Oklahoma 74074 ($4.50); Transparencies for this unit are available from Robert J. Brady Company, Bowie, Maryland 20715 (Unit 13, $123.20); For related documents see CE 016 662-675

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Building Design, Course Content, Educational Programs, Fire Protection, *Fire Science Education, Instructional Materials, *Job Skills, *Ventilation

One of a set of fourteen outlines for use in a course to train novice firemen, this guide covers ventilation practices and principles. As background, subjects such as heat transmission and building construction are included. The three objectives of this part of the course are to enable the fireman to (1) rescue trapped victims, (2) locate fires as quickly as possible, and (3) extinguish fires with minimum damage. Designed to be used with the Robert J. Brady Transparencies and the International Fire Service Training Association manual, "Fire Ventilation Practices" (see note), this outline refers to specific page and transparency numbers as guides. (An outline of the whole course covering all fourteen topics briefly is in the first volume of the set–CE 016 662.) (ELG)

ED 159 348 CE 016 674

Fire Service Training. LP and Compressed Gas Emergencies.

North Carolina State Dept. of Community Colleges, Raleigh.

Report No.—FIP-3006

Pub Date—[Jun 74]

Note—14p.; Some illustrations in this document may not reproduce well; For related documents see CE 016 662-675

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Chemical Analysis, Chemical Nomenclature, Curriculum Guides, Emergency Programs, Equipment, Fire Fighters, *Fire Protection, *Fire Science Education, *Fuels, Instructional Materials, Job Skills, Motor Vehicles, Safety Education

Identifiers—*Compressed Gas, *Liquefied Petroleum Gas

Part of a series of instructional outlines intended for use in a training program for firemen with no previous formal training, this curriculum guide discusses safety precautions for liquefied petroleum (LP) and compressed gas emergencies. During its twelve hours of instruction it covers (1) terminology; (2) the chemical composition of the gases; (3) domestic tanks; (4) delivery units; (5) motor fuel tanks; (6) cylinder filling and the problems associated with it; and (7) the steps in controlling LP gas fires. The booklet includes handouts diagramming the parts of delivery units, domestic and motor fuel tanks, valves, and fittings. Various references and training aids such as films and equipment are suggested. (ELG)

ED 159 349 CE 016 675

Fire Service Training. Immediate Care of the Burn Patient.

North Carolina State Dept. of Community Colleges, Raleigh.

Pub Date—[Jun 74]

Note—12p.; For related documents see CE 016 662-674

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Guides, Emergency Programs, Fire Fighters, *Fire Science Education, *First Aid, *Injuries, Instructional Materials, Job Skills, Medical Services, *Safety Education

Identifiers—*Burns (Injuries), Shock

Part of a series of instructional outlines intended for use in a training program for firemen with no previous formal training, this curriculum guide discusses the emergency treatment of thermal, chemical, and electrical burns. The topics covered are as follow: (1) evaluation of the degree and extent of the burn; (2) shock, its signs and treatment; (3) principles of cardio-pulmonary resuscitation; (4) types of burns; (5) first aid for burns both generally and by specific types; and (6) special warnings for burn care. Lectures, discussions, charts, diagrams, demonstrations, and films are suggested as teaching methods for the course. Both a pretest and posttest are included as well as a bibliography. (ELG)

ED 159 350 CE 016 701

Warmbrod, Catharine P. Cap, Orest

Business-Industry-Labor Inputs in Vocational Education Personnel Development. Final Report.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—Jun 78

Contract—OH-V-706(N)

Note—147p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Business, Conference Reports, Faculty Development, Guides, *Industry, Labor Unions, *Methods, Planning, Postsecondary Education, School Industry Relationship, Secondary Education, *Staff Improvement, Team Training, *Technical Assistance, *Vocational Education

A project was conducted to develop strategies for increasing use of business, industry, and labor inputs in vocational education personnel development programs. Ten institutions from ten states were selected to participate by an eight-member planning committee. The technical assistance needs of the selected institutions were determined, and training materials were developed, including a technical assistance handbook. A three-day technical assistance conference was held for thirty educational representatives from the ten states. The conference was conducted to capacitate team members from each institution to return to their states with specific information and realistic action plans to maximize business, industry, and labor inputs in vocational education personnel development. The predominant levels served were secondary and postsecondary. In addition to the technical assistance conference, a follow-up study was conducted to collect data documenting each team's progress. (The majority of this report contains appended information, such as conference and meeting agendas, the evaluation report of the technical assistance conference, evaluation instruments, the states' plans of action, and the states' implementation reports.) (Author/BM)

ED 159 351 CE 016 800

Clayton, Kathi Fincke, Andrea

The Homemaker's Job Hunting Guide; A Woman's Resource Guide.

Pennsylvania Commission for Women, Harrisburg.

Pub Date—May 78

Note—20p.

Available from—Commission for Women, 512 Finance Building, Harrisburg, Pennsylvania 17120

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Choice, *Career Planning, Employment Interviews, Equal Opportunities (Jobs), Family Role, *Females, Homemaking Skills, *Job Applicants, Job Market, *Job Search Methods, Job Training, Occupational Guidance, Postsecondary Education, Resource Guides, Role Conflict, Self Evaluation, Sex Discrimination, Vocational Counseling

Identifiers—*Displaced Homemakers, Resumes

Written to aid a woman entering the job market for the first time or re-entering after a period of nonemployment, this guide supplies basic information about preparing for a job or a career. First, the preliminary step of self-assessment and assessing abilities and training is described, and a personal inventory form is suggested. Next, the considerations that affect job choice are reviewed and sources that may suggest career options are identified. In case the career selected requires retraining, refresher courses, or additional education, programs designed to meet those needs are reiterated. Following a discussion of job application procedures (pre-

paring a resume and cover letter, application forms, and interviews), the topic of sex discrimination by employers is covered. Because of the need of displaced homemakers to coordinate their job and home life, provisions for child care and household chores are included. A checklist of questions is provided to help in the final step of deciding if the job offered is the right one before accepting. Also, a brief annotated bibliography is given which evaluates other publications on the subject. (ELG)

ED 159 352 CE 016 808

Carr, Thomas Schlier, Gordon

Vocational Exploration: A Developmental Approach for Junior High School. Final Report.

Dallas School District, Pa.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—30 Jun 78

Note—43p.; Not available in hard copy due to reproducibility problems

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Career Awareness, *Career Exploration, Career Planning, Decision Making, *Developmental Programs, Grade 7, Grade 8, Grade 9, Junior High Schools, *Program Effectiveness, Program Evaluation, Student Attitudes, *Vocational Maturity

Identifiers—Occupations and Career Information Boxscore, Ohio Vocational Interest Survey

The purpose of this project was to continue, expand, and measure the outcomes of a three-phase model developmental vocational exploration and career planning program that had been integrated into the junior high school curriculum. Phase I involved 304 seventh grade students. Ten sessions were conducted in which students explored the attitudes about themselves and the people around them. "Exploring Self," a checklist, was administered as a pre- and postassessment to measure any change in awareness of self and others. Two hundred ninety-four eighth grade students were exposed to career exploration activities in phase II. Four class periods were used to present career exploration activities that were related to their subject areas. Each student was exposed to at least ten different subject areas and spent forty class periods throughout the year exploring careers. "The Occupations and Careers Information Boxscore," a career awareness survey, was administered as a pre- and postassessment of changes in awareness about the world of work. In Phase III, approximately 300 ninth grade students were involved in decision-making activities for ten class periods during their social studies classes. "The Ohio Vocational Interest Survey" was administered to aid in the decision-making process. Each ninth grader also participated in a Vocational Exploration Group (a group process in which job functions, demands and satisfiers are explored). From the evaluations it was judged that that project was overall successful. (Evaluation instruments are included in the appendixes.) (Author/JH)

ED 159 353 CE 016 814

Leffingwell, Elsie L. McKune, Mary B.

Typewriting for Business Education Departments in Pennsylvania's Public Schools. Final Report. Bulletin 275 (Revised).

Robert Morris Coll., Coraopolis, Pa.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date—78

Note—131p.; Not available in hard copy because of faint type

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education Facilities, Educational Equipment, Group Instruction, Individualized Instruction, Mainstreaming, *Office Occupations Education, *Performance Based Education, Secondary Education, Skill Development, Student Evaluation, Teaching Guides, *Teaching Techniques, *Typewriting

Identifiers—Pennsylvania

The purposes of this guidebook for secondary typewriting teachers are to provide information about common typewriting problems, to suggest alternative teaching strategies, and to explore new areas of concern. Contents include suggested performance objectives for the first and second year of typewriting instruction at the secondary level; procedures for implementing competency based instruction; and information on a variety of teaching strategies for both individualized and group instruction. Chapter topics are as follows: (1) The Role of Typewriting (Dual Role, Objectives, Articulation); (2) Developing Typewriting Skill (Keyboard, Manipulative Parts, Techniques, Developing Speed and Control); (3) Problem and Production Typewriting (Definitions, Comparison of Rates, Building Speed, Typing Tasks, Grading); (4) Competency-Based Instruction (V-TECS, Planning, Guiding Instruction, Evaluating, Grading); (5) Individualizing Typewriting Instruction (Implementing Individualization, Basic Concepts, Learning Environments, Strategies); (6) Trends (Word Processing, Metrication, Simulation); (7) Mainstreaming (Implications, Techniques); (8) Facilities and Teaching Materials (General Facilities, Equipment, Supplies, Instructional Aids, Check List); (9) Typewriting I Research Study (Competencies, Performance Objectives, Learning Guides, Sample, Findings, Conclusions and Recommendations); and (10) Typewriting I Evaluation Instruments. Included is a summary of the project which developed the guidebook. (JH)

ED 159 354 CE 016 848

Hull, William L. And Others

Development of the Career Education Product Installation Handbook. Final Report: Research and Development Series No. 113.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Pub Date—Jan 78

Contract—NE-C-00-3-0080

Note—101p.; For related documents see CE 016 841 and CE 016 432

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Administrator Guides, *Career Education, Evaluation Methods, *Formative Evaluation, Marketing, *Material Development, Planning, Production Techniques, *Program Administration, Publicize, *Summative Evaluation

This report describes the conceptualization, development, and evaluation of a handbook (CE 016 432) for project directors responsible for implementing career education products. Divided into five chapters, this document contains a chronological review of development activities, including the use of the prototype version in schools. Chapter 1 explains the need for the handbook, the need for programmatic research findings, and the specifications for the handbook. In chapter 2 both the formative and summative engineering in the development of the handbook is reviewed. Chapter 3 describes the evaluation activities, and chapter 4 describes the product utilization stage which included program monitoring; development of a technical plan; conduct of market analysis; development of production and packaging specifications; development of promotion, distribution, and service specifications; preparation of a product utilization plan; and conduct of production, promotion, distribution, and service activities. Finally, in chapter 5 the findings are summarized and claims and recommendations for the handbook are presented. Appended materials comprise half of this document, including a list of persons contributing to the development of the handbook, summative evaluation materials, development materials, and formative evaluation settings and results. (BM)

ED 159 356 CE 016 907

Moore, Eddie A. And Others

Student Performance Objectives and Selected References for Teaching Agricultural Production. Final Report. Vol. I of III Volumes.

Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Pub Date—Jun 76

Note—401p.; Not available in hard copy due to reproducibility problems; For related documents see CE 016 908-909

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Agricultural Education, Agricultural Engineering, *Agricultural Production, *Behavioral Objectives, *Curriculum Development, Ornamental Horticulture, *Performance Based Education, Performance Based Teacher Education, Performance Criteria, *Reference Materials, Secondary Education, Teaching Guides, *Vocational Agriculture

Each volume of this three-volume set is divided into two major sections. The first section presents the narrative report of a study designed to assist Michigan vocational agriculture teachers in implementing local competency-based vocational agriculture programs by (1) developing student performance objectives; (2) identifying up-to-date reference materials for teaching agricultural production, agricultural mechanics, and ornamental horticulture; and (3) developing a delivery system and materials to provide competency-based education training. The second section, which comprises the bulk of the document, contains three appendixes: student performance objectives, selected references for teachers, and a key to finding the sources. This first volume presents the identified objectives and reference materials for teaching agricultural production. The other two volumes contain the objectives and reference materials for teaching agricultural mechanics (CE 016 908) and ornamental horticulture (CE 016 909). (BM)

ED 159 357 CE 016 908

Moore, Eddie A. And Others

Student Performance Objectives and Selected References for Teaching Agricultural Mechanics. Final Report. Vol. II of III Volumes.

Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Pub Date—Jun 76

Note—175p.; Not available in hard copy due to reproducibility problems; For related documents see CE 016 907-909

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Agricultural Education, *Agricultural Engineering, Agricultural Production, *Behavioral Objectives, *Curriculum Development, Ornamental Horticulture, *Performance Based Education, Performance Based Teacher Education, Performance Criteria, *Reference Materials, Secondary Education, Teaching Guides, *Vocational Agriculture

Identifiers—Michigan

Each volume of this three-volume set is divided

into two major sections. The first section presents the narrative report of a study designed to assist Michigan vocational agriculture teachers in implementing local competency-based vocational agriculture programs by (1) developing student performance objectives; (2) identifying up-to-date reference materials for teaching agricultural production, agricultural mechanics, and ornamental horticulture; and (3) developing a delivery system and materials to provide competency-based education training. The second section, which comprises the bulk of the document, contains three appendixes: student performance objectives, selected references for teachers, and a key to finding the sources. This second volume presents the identified objectives and reference materials for teaching agricultural mechanics. The other two volumes contain the objectives and reference materials for teaching agricultural production (CE 016 907) and ornamental horticulture (CE 016 909). (BM)

ED 159 358 CE 016 909

Moore, Eddie A. And Others

Student Performance Objectives and Selected References for Teaching Ornamental Horticulture. Final Report. Vol. III of III Volumes.

Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Pub Date—Jun 76

Note—201p.; Not available in hard copy due to reproducibility problems; For related documents see CE 016 907-908

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Agricultural Education, Agricultural Engineering, Agricultural Production, *Behavioral Objectives, *Curriculum Development, *Ornamental Horticulture, *Performance Based Education, Performance Based Teacher Education, Performance Criteria, *Reference Materials, Secondary Education, Teaching Guides, *Vocational Agriculture

Each volume of this three-volume set is divided into two major sections. The first section presents the narrative report of a study designed to assist Michigan vocational agriculture teachers in implementing local competency-based vocational agriculture programs by (1) developing student performance objectives; (2) identifying up-to-date reference materials for teaching agricultural production, agricultural mechanics, and ornamental horticulture; and (3) developing a delivery system and materials to provide competency-based education training. The second section, which comprises the bulk of the document, contains three appendixes: student performance objectives, selected references for teachers, and a key to finding the sources. This third volume presents the identified objectives and reference materials for teaching ornamental horticulture. The other two volumes contain the objectives and reference materials for teaching agricultural production (CE 016 907) and agricultural mechanics (CE 016 908). (BM)

ED 159 360 CE 016 996

Utah Vocational Information System. Instruction Manual for Teacher/Student Data Collection.

Utah State Board for Vocational Education, Salt Lake City.

Pub Date—77

Note—49p.; Some pages in this document will not reproduce well due to small print

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Guides, Attendance Records, Data Collection, Educational Administration, Enrollment, *Management Information Systems, Manuals, Noninstructional Responsibility, *Recordkeeping, *Records (Forms), Reports, State Boards of Education, *Student Records, *Vocational Education, *Vocational Education Teachers, Vocational Followup

Identifiers—*Utah

The instruction manual for Utah's vocational management information system gives general and specific directions and forms for administrators and teachers to record vocational student enrollment, staff assignments, curriculum information, attendance, vocational student followup, and financial reports (revenue sources). The system is designed to produce data in three areas: administrative data, student data–aggregate form, and student data–by individual. Coded forms to be marked by students, teachers, or administrators are sent to the state board of vocational education, which compiles and returns printouts to each local director for verification. (MF)

ED 159 361 CE 016 999

Dietrich, Dennis J.

Mainstreaming Special Needs Students in Vocational Education.

Venango County Area Vocational-Technical School, Oil City, Pa.

Pub Date—[78]

Note—44p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adjustment Problems, Career Awareness, Career Exploration, Comparative Analysis, *Educable Mentally Handicapped, *Educational Programs, Handicapped Students, *Mainstreaming, Program Content, Program Development, *Program Evaluation, Program Improvement, Secondary Education, Student Adjustment, Student Evaluation, Student Needs, Success Factors, *Vocational Adjustment, *Vocational Education

To determine the ability of educable mentally retarded (EMR) students to adjust to the demands of regular vocational education programs, a study was conducted to assess the work adjustment of eighty-five EMR students who were mainstreamed in a three-year vocational-technical program. Students were evaluated by their instructors on a Revised Work Behavior Rating Scale and were categorized according to fourteen content areas, year in program, sex, and sending school district. Significant differences were noted between students in various content areas concerning tolerance for criticism, cooperation with instructor, work motivation, and concentration ability. As a group, EMR students fell within the range of average classroom performance, although some students may have been incorrectly placed in the program. Recommendations resulting from the study included the following: (1) career awareness and exploration should be integrated into the elementary and junior high school EMR curricula; (2) course work should focus on communication and computational skills, occupational information, civic responsibility, personal-social skills, and home and family life skills; (3) EMR vocational competencies need to be strengthened in the areas of independence from supervision, understanding and retaining oral instructions, concentration ability, and quality and quantity of work; (4) decisions regarding school selection and placement should be based on a comprehensive vocational evaluation of the students; and (5) special programming support is required for a successful mainstreamed vocational-technical program. (ELG)

ED 159 362 CE 017 007

Piper, Don Barrett, James

A Skill Catalog for Curriculum Evaluation and Student Placement. Final Report.

North Lawrence Vocational-Technical Center, Bedford, Ind.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date—Sep 77

Note—42p.; Not available in hard copy because of reproducibility problems

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Catalogs, Computer Programs, Curriculum Evaluation, Data Collection, *Electronic Data Processing, Employers, *Employment Opportunities, High School Graduates, *Job Placement, *Job Skills, *Program Development, Secondary Education, Vocational Education

Identifiers—Vocational Technical Education Consortium States

To facilitate local vocational curriculum evaluation and student job placement, a project was conducted to develop procedures that at a minimal yearly cost would appropriate the basic ideas of the V-TECS (Vocational-Technical Education Consortium of States) catalogs. Focus was on the creation and maintenance of a catalog of job entry skills and other employment data needed by vocational graduates in order to become employable within approximately a fifty-mile radius of the North Lawrence Area (Indiana) Vocational-Technical Center. It was intended that the procedures would be usable by other school systems with a minimal data processing capability. Computer programs were written and procedures developed to create, maintain, and use two low-cost computerized data files: a student file with catalogued skills achieved both in school and through on-the-job training after graduation and a potential-employer file of specific job titles with their required skills. The catalog and data files have the capability to (1) provide a list of potential applicants in response to inquiries from prospective employers, (2) notify students of job opportunities utilizing their skills for as long as they chose to remain active in the file, (3) provide local job information to students and staff, and (4) compare the acquired skills of the graduates (i.e., curriculum results) with the recorded needs of local industry. All major activities are controlled by one computer program: file update, student notification, industry list of potential applicants, and tally of skill codes. (Appendixes contain all the input and output formats as well as the BASIC program and its English translation.) (JT)

ED 159 363 CE 017 064

Twining, Marilyn

Leisure Service Career Programs Model. Final Report.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Research Coordinating Unit.

Pub Date—Aug 77

Note—88p.; Not available in hard copy due to reproducibility problems

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Career Ladders, Core Curriculum, Curriculum Development, Educational Objectives, Employment Opportunities, Employment Potential, Human Services, Job Skills, Labor Market, *Leisure Time, Manpower Utilization, Models, Occupational Information, Performance Based Education, Postsecondary Education, *Recreation, Recreational Activities, *Service Education, *Service Occupations, Tourism

Identifiers—*Leisure Services

This report identifies leisure career occupations, determines the occupational outlook, and develops primary core competencies as well as specialized, optional competencies for entry level employment. The main method of inquiry is described as a needs assessment based on an audit at Moraine Valley Community College, two previous studies by the author, and the input of an advisory committee. Four occupational groups are identified from an analysis of the primary functions of the leisure career field: recreation services, recreation resources, commercial tourism, and therapeutic services. For each, job descriptions and career ladders are prov-

ided. Since the leisure field serves a $150 billion industry whose earnings and employment opportunities are expected to triple in the next few years, its occupational outlook is described as excellent, particularly in the area of tourism (on which little information has previously been available). A leisure service core curriculum, as well as a general education curriculum, is included for a two-year postsecondary program, and general competencies for the core curriculum are recognized, following a career program model. A model course outline is also given for a course entitled "Introduction to Leisure Service Courses," delineating competencies and performance objectives for technical, problem solving, human relations, and life skills. (ELG)

ED 159 364 CE 017 066

Anderson, Robert

An Analysis of Unassigned Recipients/Registrants in the WIN Program. Final Report.

P/RA Research, Inc., East Meadow, N.Y.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—26 Apr 78

Contract—DL-51-36-76-03

Note—275p.; Not available in hard copy due to reproducibility problems

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Ancillary Services, Employment Opportunities, Employment Patterns, Employment Potential, Employment Problems, *Employment Services, Federal Legislation, *Federal Programs, Job Market, *Job Placement, Job Training, Labor Economics, Labor Market, *Manpower Development, Manpower Utilization, Participant Characteristics, Program Development, Program Improvement, *Unemployed

Identifiers—*Work Incentive Program

A study was performed to determine (1) the characteristics of unassigned recipients in the Work Incentive (WIN) program; (2) what services are currently being offered to this group and what services they need to increase their employment potential; (3) the amount of time they spend in this status and the frequency of their movement in and out of it; and (4) the implications for legislation, WIN resource allocation, program design, and operations. (An unassigned recipient is a client who is neither assigned for training nor employed full time in a subsidized or unsubsidized job.) Based on a sample collected from February through May 1977 of 11,366 client files from sixty-nine sites located in fifteen states, it was found that seventy-one percent of the total WIN population are unassigned recipients, and that within the program they rarely progress to another status. Although seventy-one percent of the unassigned recipients consider themselves job ready, their employability is being impeded by barriers such as age and ethnic origin (males under twenty and Spanish-origin females form the largest number in this category); lack of resources and insufficient job openings at the local WIN sites; lack of supportive services such as child care; and medical problems. Recommendations to aid in the removal of these obstacles are offered. (ELG)

ED 159 365 CE 017 082

Parker, Janet M.

Consumer Education Outreach Project: A Community Approach Utilizing an Off-Campus Laboratory.

Pub Date—Aug 77

Note—85p.; Master's Thesis, California State University, Long Beach. Some of the appended material may not reproduce because of small, broken type; Best copy available

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Consumer Education, *Field Experience Programs, *Home Economics Education, Off Campus Facilities, *Outreach Programs, Program Development, Program Effectiveness, Senior High Schools, *Simulation

Identifiers—California (Santa Barbara)

A consumer education outreach project used a community, off-campus laboratory approach with fifty-seven girls and ten boys from high schools in the Santa Barbara area in the development of a program to better prepare students to meet the challenges of everyday living. The assumption made was that motivation to learn would increase in non-traditional simulated experiences. The methods and procedures employed were organized into five stages: (1) developing the problem (the community was surveyed), (2) developing the proposal (during which it was determined that an off-campus residence would be optimal), (3) procuring the funds (funding for the housing could not be found, so the Santa Barbara Girls Club offered its quarters), and (5) evaluating the project. (The students who were pre- and posttested, and compared to a traditional consumer homemaking class, felt more comfortable in the environment of the project than in the other classes. Moreover, pre- and posttest instruments showed a gain of "yes" responses to questions of knowledge about consumer functioning. Unexpected results were the trust and openness between students and teacher, the sense of family that developed, and the subsequent group counseling that took place.) Four recommendations were made: (1) to continue the outreach program, (2) to allow students to progress by means of self-paced, individualized instruction with open entrance-open exit possibilities, (3) to find sufficient funding sources, and (4) to provide a closer boy-girl ratio. (Appendixes include a bibliography, excerpts from the survey, a list of the advisory committee, a sample curriculum, and a sample pre- and posttest.) (VB)

ED 159 366 CE 017 088

Meaders, O. Donald Chi-ho, Hu

An Evaluation of Taiwan Vocational and Technical Education Programs in Agriculture.

Michigan State Univ., East Lansing. Dept. of Secondary Education and Curriculum.

Pub Date—Oct 77

Note—169p.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Agricultural Education, *Educational Assessment, Educational Objectives, *Educational Programs, Foreign Countries, Graduate Surveys, National Programs, Postsecondary Education, Program Administration, *Program Evaluation, Rural Development, *School Surveys, Secondary Education, *Vocational Agriculture

Identifiers—*Taiwan

Presented in both English and Chinese, this study of the system of agricultural education in Taiwan secondary and postsecondary schools resulted from the author's five-month stay in Taiwan and subsequent visits. Focus of the study is on evaluation of Taiwan's vocational agriculture education programs with information about students, faculties, facilities and equipment, and graduates. The evaluation involved identifying agricultural goals, determining objectives for the educational programs, and judging program strengths and weaknesses in terms of these goals and objectives. Recommendations for changes in educational programs and in program administration are also made. Appendixes include data collected from surveys of schools and graduates of Taiwan vocational and technical curricula and maps showing agricultural population, programs, and planned specialized production areas. (MF)

ED 159 367 CE 017 089

Sawatzky, Joyce

Vocational Home Economics Education: Family Living.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Div. of Vocational Home Economics Education.Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—78

Note—848p.

Available from—State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074

EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.

Descriptors—Career Planning, Clothing Instruction, Consumer Economics, *Consumer Education, Educational Objectives, Family Life, *Family Life Education, Family Relationship, Foods Instruction, *Home Economics Education, Home Economics Skills, Home Management, Human Development, Job Search Methods, Learning Modules, Money Management, Nutrition Instruction, Performance Based Education, Senior High Schools, *Vocational Education

Intended for use by vocational home economics teachers in grades 11 and 12, this curriculum guide provides preparation for students to assume the roles of homemakers and wage earners. The seven sections included are subdivided into two or more units and consist of the following topics: (1) career planning, which also encompasses job search methods and factors involved in career success; (2) consumerism, which treats money management, banking, credit, and buying practices; (3) human development, which explores personal development and relationships; (4) parenthood education, which covers life styles, pregnancy, childbirth, infant care, and parent child relationships; (5) clothing selection and care; (6) food, which includes table service, meal planning, kitchen aids, food preparation, and table etiquette; and (7) the selection and maintenance of housing and home furnishings. Each unit is organized into eight parts: student behavioral objectives, stating the goals of the course; suggested activities, outlining steps for both students and instructors to accomplish specific objectives; information sheets, providing the content necessary to meet the knowledge objectives of the unit; transparency masters to reinforce the learning process; job sheets, outlining the skills being taught; assignment sheets for homework or classroom use (answer sheets are also included); paper-pencil and performance tests constructed to measure student achievement of each objective; and test answers. (ELG)

ED 159 371 CE 017 224

Vocational and Technical Education. Annual Report, 1976-77.

Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.

Pub Date—[77]

Note—39p.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Annual Reports, *College Faculty, Degrees (Titles), Departments, Educational Research, Enrollment, Higher Education, *Instructional Programs, *State Universities, *Vocational Education

Identifiers—*University of Minnesota

Department activities in the areas of instruction, research and special training, and professional service are described in this annual report on vocational and technical education at the University of Minnesota. An introduction describes the organization and governance, resources (fiscal, staff, and facilities), and planning for the department, which offers instructional programs in the fields of agriculture, business, distributive, home economics, and industrial education at the baccalaureate, master's, specialist, and doctoral levels. In the section on instruction, figures on student registration, number of degrees awarded, and placement of graduates are listed for each year, 1972-77, and the instructional programs are briefly described: undergraduate and graduate-level degree programs and off-campus instruction. Program development and evaluation activities are also outlined for 1976-77 when the department served 527 on-campus students and 1,-

300 employed vocational teachers in off-campus courses. The research section lists department-sponsored and externally sponsored research, development, and dissemination projects with director, funding agency, and amount of annual support for each. Professional services to the university and to external agencies are described in the final section, which includes lists of faculty publications and professional activities of the individual members. A personnel directory is appended. (JT)

ED 159 372 CE 017 264

Dewald, Margaret R.

Home Economics Education Guide for Occupational Child Care.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Virginia State Dept. of Education, Richmond. Home Economics Education Service.

Note—204p.; For a related document see CE 017 265 ; Colored paper may not reproduce clearly

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Advisory Committees, Bibliographies, Career Exploration, Child Abuse, *Child Care, *Child Care Occupations, *Child Development, Children, Cooperative Education, Curriculum Guides, Equipment, Family Influence, First Aid, Foods Instruction, Health Education, Home Economics Skills, Instructional Materials, *Job Skills, Learning Activities, Nutrition Instruction, *Occupational Home Economics, Performance Based Education, Safety, Self Concept, Senior High Schools, *Service Education

Identifiers—Home Economics Related Occupations

Designed to assist home economics teachers in providing a training program to prepare high school students for jobs in the child care field, this curriculum guide contains a two-year course of study in occupational child care. In the first year, the following nine topics are outlined: (1) an orientation to the philosophies and overview of careers in occupational child care; (2) operational procedures such as clerical duties; (3) basic child development of toddlers and preschoolers; (4) learning activities for children, including basic academic subjects, motor development, and play; (5) program planning; (6) guidance techniques; (7) self-concept and development, stressing the influence of the family; (8) food and nutrition for children; and (9) safety and health, including first aid. The second year encompasses the following subjects: preparation for the world of work; exploring careers in child care; basic child development of infants and school-age children; exceptional children; child abuse and neglect; theories of early children education; selection and arrangement of equipment; and first aid and personal safety. For each topic the concept, performance objectives, generalizations, competencies, suggested learning activities, criterion-referenced tests, and suggested references are listed. An in-depth bibliography is included at the end, preceded by three appendixes containing information on Home Economics Related Occupations (HERO), a vocational youth organization; community advisory committees; and cooperative occupational home economics. (ELG)

ED 159 373 CE 017 265

Looney, Era F.

Home Economics Education Guide for Occupational Foods.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Virginia State Dept. of Education, Richmond. Home Economics Education Service.

Pub Date—78

Note—185p.; For a related document see CE 017 264 ; Colored paper may not reproduce clearly

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Advisory Committees, Career Choice, Cooperative Education, Curriculum Guides, Food, Food Handling Facilities, Food Service, *Food Service Occupations, *Foods Instruction, Home Economics Skills, Instructional Materials, *Job Skills, Learning Activities, Management, *Nutrition Instruction, *Occupational Home Economics, Performance Based Education, Safety, Sanitation, Senior High Schools, *Service Education

Identifiers—Home Economics Related Occupations

Designed to assist home economics teachers in providing a training program to prepare high school students for jobs in foods occupations, this curriculum guide contains a two-year course of study in occupational foods. The first-year program consists of nineteen units, as follow: (1) introduction to food service occupations; (2) sanitation; (3) safety; (4) small equipment for food preparation and service; (5) large equipment for food preparation and service; (6) organizing and planning, covering work schedules, menu planning, and ordering and storing supplies; (7) food preparation techniques; (8) meal and table service; (9) appetizer preparation; (10) salad and salad dressing preparation; (11) cheese and egg cookery; (12) vegetable preparation; (13) sandwich preparation; (14) sauces and gravies; (15) meat preparation; (16) breads; (17) desserts; (18) garnishes; and (19) beverages. The second-year curriculum includes further development of skills in these areas as well as introducing the topics of career options (the various food service occupations environments) and management/supervision. For each topic the concept, performance objectives, generalizations, competencies, suggested learning activities, criterion-referenced tests, and suggested references are listed. Included at the end are three appendixes containing information on Home Economics Related Occupations (HERO), a vocational youth organization; community advisory committees; and cooperative occupational home economics. (ELG)

ED 159 374 CE 017 306

Free Enterprise in the Office Occupations Education Curriculum.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date—78

Note—25p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accounting, Audiovisual Aids, Business Skills, Business Subjects, *Capitalism, *Course Content, Curriculum Enrichment, Curriculum Guides, *Economic Education, Educational Games, *Learning Activities, *Office Occupations Education, *Resource Materials, Simulation, Teaching Methods

This booklet presents in eight sections competencies, content areas, learning activities, and resources intended to serve as examples of strategies for incorporating free enterprise education in the office occupations education curriculum. Section 1 includes the rationale for studying free enterprise and describes the format and procedures of this guide. Section 2 identifies thirty-one competencies covered in this study of the free enterprise economic system in the United States. Section 3 provides a topical outline of the course contents. Ten general learning activities are listed in section 4. In section 5, descriptions of strategies are presented for incorporating free enterprise education in the following courses: Accounting I and II; Business Law; Business Principles and Management; Business Mathematics; and Introduction to Business. For each of the specific courses, suggested topic areas for incorporation, competencies to be acquired by the students, content outline components, and suggested resources are identified. In addition, suggested learning activities and course-related resources are indicated. Sections 6-8 contain simulations and games for enriching the learning experiences of the students; printed resource materials and addresses; and audio-visual aids and additional printed resources. (BM)

ED 159 375 CE 017 309

Parks, Darrell L.

Establishing Priorities for Local Inservice Staff Development.

Pub Date—8 Jul 78

Note—11p.; Paper presented at the American Association of School Administrators Summer Convention (Minneapolis, Minnesota, July 8, 1978)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Philosophy, *Faculty Development, *Inservice Teacher Education, *Organizational Development, Program Development, Program Improvement, School Systems, Staff Improvement

Inservice education is primarily planned and justified on the basis of its contribution to and impact upon the classroom. Although the student must remain central, staff development programs can and must concurrently address and relate to other institutional and/or organizational goals and objectives. Inservice or staff development should not be viewed as a perfunctory activity but as an integral component of a higher, more complex system, and should be viewed as a facilitator of change toward achieving program and organizational development goals as well as impacting on student behavior and enhancing professional growth. Five factors influence successful development of programs: cooperative inservice education planning, relationship to the school program, resources, commitment to professional development, and rewards. The establishment of priorities for local inservice staff development could be based upon a composite of five different variables. These include institutional goals, anticipated program development and/or redirection, staff performance appraisals, an assessment of student development, and perceived teacher needs. (JH)

ED 159 376 CE 017 310

Parks, Darrell L.

Helping the Staff Study and Improve Curricula.

Pub Date—20 Apr 78

Note—16p.; Paper presented at the Ohio Local Vocational Supervisors' Training Workshop (Columbus, Ohio, April 20, 1978)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Curriculum Design, Curriculum Development, *Curriculum Evaluation, Definitions, Interpersonal Relationship, Leadership Responsibility, *Supervisors, Supervisory Methods, *Vocational Education, Vocational Education Teachers

The vocational supervisor has a key role in providing leadership and assistance in designing and improving curricula. The first step in accomplishing this task is to establish a definition of curriculum and its place in the educational process as it relates to the vocational education supervisor. (Curriculum is defined in this paper as an orderly arrangement of integrated subjects, activities, and experiences which students pursue for the attainment of a specific educational goal.) The next step is to become familiar with the framework for sound curriculum design and the application of that framework to a specific educational program and setting. (An eight-step framework is presented which was developed by the Ohio Department of Education's Division of Vocational Education as an instructional system design for vocational education.) Since it is virtually impossible for the supervisor to be technically competent in all instructionally program areas, it is imperative that she/he design and apply an analytical strategy for reviewing curriculum content and facilitating curricular revision and/or charge. Raising appropriate questions in the appraisal process can point up the strengths and/or weaknesses that are prevalent and offer some clues as to what next steps seem apparent. (A suggested list of eight questions is provided.) Finally, to be an effective leader and achieve the desired outcomes in the curriculum process, it is extremely important that supervisors recognize the importance of teachers in the process

and accord them their due respect in terms of specific day to day attitudes and behavior. (JH)

ED 159 377 CE 017 313

Campbell, Clifton P.

Vocational Training: Maximizing Individualization with Instructional Packages.

Pub Date—[77]

Note—16p.; Photographs in this document may not reproduce well

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Criterion Referenced Tests, Delivery Systems, *Individualized Instruction, *Learning Modules, Media Selection, *Vocational Education

Instructional packages (PAKs) are effective in promoting vocational learning as they provide an organized procedure for delivering self-paced instruction to individual trainees on a personalized basis. Some of the advantages of PAKs are that they free an instructor from the role of full-time transmitter of skills and knowledge, reduce equipment needs, and assure that each trainee is exposed to a uniform training program. Based on pre-determined job tasks and performance requirements, each PAK is made up of four fundamental components: (1) the introduction, which gives an overview of the PAK, the terminal performance objectives, and the procedure for using the PAK; (2) a pre-check which is designed to determine the extent of trainee competency prior to PAK exposure (the results can be used to diagnose and prescribe which instructional modules a trainee needs); (3) printed modules of instruction (the bulk of the package) which contain an enabling objective, a training activity, resource, and feedback; and (4) the criterion referenced measure or posttest, which assesses the trainee's achievement of the terminal objective. While some trainees are proficient with printed materials, others require different types of media, such as audio and video cassette tapes, sound filmstrip, and sound slide programs. Emphases should be placed on those forms of media which are accepted by trainees and can be produced within a reasonable amount of time with available equipment. PAKs and media should be developmentally tested (individual product tryouts, small group tryouts, and field tested) against criterion referenced measures before being implemented. Observations of the products in use and data collected during each program offering should be utilized to continually improve the reliability of PAKs and media. (JH)

ED 159 378 CE 017 317

Development of Sample Designs for the Followup of Vocational Education Students. Final Report.

Westat Research, Inc., Rockville, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—22 Sep 77

Contract—300-76-0431

Note—67p.; Tables may be marginally legible due to small type

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Costs, Data Analysis, *Data Collection, Dropout Research, *Followup Studies, Graduate Surveys, National Surveys, Questionnaires, *Research Methodology, *Sampling, *State Surveys, Test Construction, Vocational Education, *Vocational Followup

Approaches to sampling are suggested for use by states in reporting more effectively on the completers and leavers in vocational education programs. Following an introductory chapter, six others outline the proposed plan for followup studies. Chapter 2, a task outline for a proposed ongoing sampling survey, divides the first three of the followup years into fifteen steps, presented in chronological order, that show both the timing of operations for a given survey year and also how the final stages in completing one year's survey overlap with the preparatory stages for succeeding years. (Beginning year 4, the ongoing survey enters a repeat cycle of basically the same steps used in year 3 to complete each successive followup survey.) Chapter 3 lists details of the one-stage sampling plan and is divided into three sections: (1) method of selection, (2) proposed sample sizes, and (3) reliability of sample estimates. Chapter 4 gives approximate costs for the proposed one-stage survey design, speculated on the basis of experience in other studies. Chapter 5 deals with instrument development (a background questionnaire, a student followup questionnaire, and an employer instrument). Chapter 6 suggests how to achieve a high response rate from the mail questionnaire, and chapter 7 offers procedures for analysis of survey results. Topics appended are these: changing the sampling rate for an ongoing survey, interim procedures for obtaining followup data prior to the maturing of the ongoing survey, the development of a national sample of vocational schools and students, and VEDS questionnaires. (VB)

ED 159 381 CE 017 419

Alverson, Ruby And Others

Ideas for Office Occupations Education.

Clemson Univ., S.C. Vocational Education Media Center.South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Note—38p.; Parts of some pages may not reproduce well because of weak type

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($2.00)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accounting, Business English, Business Subjects, Cooperative Education, Educational Games, *Instructional Aids, *Learning Activities, Motivation Techniques, *Office Occupations Education, Office Practice, Recordkeeping, Secondary Education, Stenography, *Teacher Developed Materials, *Teaching Methods, Typewriting

Identifiers—Keypunching

Prepared by South Carolina office occupations teachers, this booklet contains ideas for effective and motivating teaching methods in office occupations courses on the secondary school level. Besides ideas generally applicable, suggestions are included for teaching the following specific subjects: (1) accounting, (2) recordkeeping, (3) cooperative office education, (4) introduction to business, (5) office procedures, (6) business English, (7) keypunch, (8) shorthand, (9) typewriting, and (10) senior intensified programs. The thirty-two activities provided vary in type from puzzles and games to quizzes and work drills. The materials needed for each are described as well as the procedures to be followed. (ELG)

ED 159 382 CE 017 440

Implementing Performance-Based Vocational Education Utilizing V-TECS Catalogs. Instructor's Handbook.

Clemson Univ., S.C. Vocational Education Media Center.South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—G007702222

Note—48p.; For related documents see CE 017 441-449

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($7.50)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Education, Administrator Guides, Answer Keys, Behavioral Objectives, Catalogs, Course Content, Criterion Referenced Tests, Inservice Programs, *Inservice Teacher Education, *Learning Modules, *Performance Based Education, Student Evaluation, Teaching Guides, *Vocational Education

Identifiers—South Carolina, Vocational Technical Education Consortium States

Intended for use with nine individualized learning modules (CE 017 441-449), this instructor's handbook is designed to assist vocational educators in conducting inservice programs relative to performance-based vocational education utilizing Vocational-Technical Education Consortium of States (V-TECS) catalogs. Included in this handbook are the following: notes on conducting the program; a suggested program sequence for the nine modules with approximate completion times (one to three hours each); an outline of each module (behavioral objectives, content, and evaluation method); a glossary of terms used in all nine; and copies of evaluation instruments (with answer keys) to be used as the checkout activity for each module. Titles of the nine modules are (1) Performance-Based Vocational Education in South Carolina; (2) Understanding Performance Objectives, Criterion-Referenced Measures and Performance Guides; (3) Selecting, Clustering and Sequencing Performance Objectives and Supplemental Objectives; (4) Developing a Delivery System; (5) Individualizing Performance-Based Vocational Education; (6) Evaluating Students on Performance-Based Vocational Education Programs; (7) Designing Modules for Self-Pacing; (8) Managing Self-Paced Instruction; and (9) Using V-TECS Catalogs in Contemporary Programs to Make Them Performance-Based. (JH)

ED 159 383 CE 017 441

Implementing Performance-Based Vocational Education Utilizing V-TECS Catalogs. Module 1. Performance-Based Vocational Education in South Carolina.

Clemson Univ., S.C. Vocational Education Media Center.South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—G007702222

Note—18p.; For related documents see CE 017 440-449

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($7.50)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, Administrator Education, Case Studies, *Curriculum Development, Definitions, Individualized Instruction, Inservice Teacher Education, Learning Modules, *Performance Based Education, *Vocational Education

Identifiers—South Carolina, Vocational Technical Education Consortium States

This learning module on performance-based vocational education (PBVE) in South Carolina is one of nine developed for use in training administrators, teachers, and prospective teachers in the utilization of Vocational-Technical Education Consortium of States (V-TECS) catalogs of performance objectives, criterion-referenced measures, and performance guides. Readings are provided on the following subject areas: accountability as a tool for improvement; implementing PBVE; the ideal, fully individualized, self-paced approach; and a systematic approach to implementing PBVE in South Carolina. A case study to critique is also included. Examples of module behavioral objectives are these: be able to give two reasons for an interest in performance based education; three major approaches to implementing PBVE; three major concepts involved in PBVE; and two scheduling techniques facilitated by PBVE. A glossary of terms, a glossary self check, and a model critique of the case study are provided. A personal self-check list entitled, "Do you really have a performance based program?" concludes the module. (An instructor's handbook–CE 017 440–for use with all the modules contains the checkout activity which consists of multiple choice, matching, and classifying questions keyed to the behavioral objectives stated at the beginning of the module. The modules are designed for use with in-

dividuals or with groups.) (JH)

ED 159 384 CE 017 442

Implementing Performance-Based Vocational Education Utilizing V-TECS Catalogs. Module 2. Understanding Performance Objectives, Criterion-Referenced Measures, and Performance Guides.

Clemson Univ., S.C. Vocational Education Media Center.South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—G007702222

Note—26p.; Part of page 13 will not reproduce well because of a print smudge; For related documents see CE 017 440-449

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($7.50)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Education, *Behavioral Objectives, Catalogs, Check Lists, *Criterion Referenced Tests, Inservice Teacher Education, Learning Activities, Learning Modules, *Performance Based Education, *Performance Criteria, Task Performance, *Vocational Education

Identifiers—*Vocational Technical Education Consortium States

This learning module on understanding performance objectives, criterion-referenced measures, and performance guides is one of nine developed for use in training administrators, teachers, and prospective teachers in the utilization of Vocational-Technical Education Consortium of States (V-TECS) catalogs. Readings are provided on the following subject areas: elements of V-TECS catalogs, performance objectives, performance guides, and criterion-referenced measures; and the proficiencies and attitudes necessary for completing a performance objective. A glossary of terms, a glossary self check, and self checks following each section of readings are provided. (The checkout activity–included in the instructor's handbook, CE 017 440–consists of multiple choice questions keyed to the module behavioral objectives. The modules are designed for use with individuals or with groups.) (JH)

ED 159 385 CE 017 443

Implementing Performance-Based Vocational Education Utilizing V-TECS Catalogs. Module 3. Selecting, Clustering and Sequencing Performance and Supplemental Objectives.

Clemson Univ., S.C. Vocational Education Media Center.South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—G007702222

Note—20p.; For related documents see CE 017 440-449

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($7.50)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Education, *Behavioral Objectives, Catalogs, *Curriculum Design, Inservice Teacher Education, Learning Activities, Learning Modules, *Performance Based Education, Program Planning, Sequential Learning, *Vocational Education

Identifiers—Vocational Technical Education Consortium States

This learning module on selecting, clustering, and sequencing performance and supplemental objectives is one of nine developed for use in training administrators, teachers, and prospective teachers in the utilization of Vocational-Technical Education Consortium of States (V-TECS) catalogs of performance objectives, criterion-referenced measures, and performance guides. Information, guidelines, exercises, and self check quizzes are provided on each topic: selecting, clustering, and sequencing performance and supplemental objectives. Examples of module behavior objectives are these: be able to give reasons for deleting performance objectives from a V-TECS catalog; the characteristics of performance objectives provided in a V-TECS catalog; criteria for clustering or grouping performance objectives into units of instruction; and guidelines for sequencing performance objectives or tasks within a unit or cluster. A glossary of terms and a glossary self check are also included. (The instructor's handbook, CE 017 440, contains the checkout activity, a multiple choice test keyed to the behavioral objectives stated at the beginning of the module. The modules are designed for use with individuals or with groups.) (JH)

ED 159 386 CE 017 444

Implementing Performance-Based Vocational Education Utilizing V-TECS Catalogs. Module 4. Developing a Delivery System.

Clemson Univ., S.C. Vocational Education Media Center.South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—G007702222

Note—24p.; For related documents see CE 017 440-449

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($7.50)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Planning, *Delivery Systems, Educational Equipment, Facility Requirements, Individualized Instruction, Inservice Teacher Education, Learning Modules, Media Selection, *Performance Based Education, Teaching Methods, *Vocational Education

Identifiers—Vocational Technical Education Consortium States

This learning module on developing a delivery system is one of nine developed for use in training administrators, teachers, and prospective teachers in the utilization of Vocational-Technical Education Consortium of States (V-TECS) catalogs of performance objectives, criteria-referenced measures, and performance guides. Readings are provided on the following subject areas: selecting a method of instruction (group or self-paced) for performance-based vocational education (PBVE); selecting a management plan format (type of lesson plan); and selecting media, facilities, and equipment. Examples of module behavior objectives are these: be able to identify criteria for selecting a method of instruction for a given task; essential elements of a module to be used for self-paced instruction; the major differences in media, equipment, and facilities requirements for PBVE programs and non-PBVE programs; and the major differences in media, equipment, and facilities requirements for instruction via the group method and self-paced method. A glossary of terms, a glossary self check, and a self check on selecting a mode of instruction are provided. (The instructor's handbook–CE 017 440–for use with all the modules, contains the checkout activity, a multiple choice test keyed to the behavioral objectives stated at the beginning of the module. The modules are designed for use with individuals or with groups.) (JH)

ED 159 387 CE 017 445

Implementing Performance-Based Vocational Education Utilizing V-TECS Catalogs. Module 5. Individualizing Performance-Based Vocational Education.

Clemson Univ., S.C. Vocational Education Media Center.South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—G007702222

Note—19p.; For related documents see CE 017 440-449

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($7.50)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Education, Case Studies, Check Lists, Curriculum Planning, *Individualized Instruction, Inservice Teacher Education, Learning Activities, Learning Modules, *Performance Based Education, Program Planning, Teacher Role, *Vocational Education

Identifiers—Vocational Technical Education Consortium States

This learning module on individualizing performance-based vocational education (PBVE) is one of nine developed for use in training administrators, teachers, and prospective teachers in the utilization of Vocational-Technical Education Consortium of States (V-TECS) catalogs of performance objectives, criteria-referenced measures, and performance guides. Information presented on individualized instruction focuses on the various forms (e.g., self-directed and self-paced), basic principles, and the teacher's role. Included is a case study to critique. Examples of module behavioral objectives are these: be able to give the advantages of both group and individualized instruction; the basic principles upon which individualized instruction is built; the suggested procedures for individualizing instruction in vocational education; and the role of the teacher. A glossary of terms, a glossary self check, and a model critique of the case study are provided. Also included is an individualization rating scale to be used by the reader to rate his/her present program of instruction. (A separate instructor's handbook, CE 017 440, for use with all the modules, contains the checkout activity, multiple choice and matching questions keyed to the behavioral objectives stated at the beginning of the module. The modules are designed for use with individuals or with groups.) (JH)

ED 159 388 CE 017 446

Implementing Performance-Based Vocational Education Utilizing V-TECS Catalogs. Module 6. Evaluating Students in Performance-Based Vocational Education Programs.

Clemson Univ., S.C. Vocational Education Media Center.South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—G007702222

Note—42p.; For related documents see CE 017 440-449

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($7.50)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Education, Evaluation Methods, Grading, Inservice Teacher Education, Learning Activities, Learning Modules, *Performance Based Education, *Student Evaluation, *Vocational Education

Identifiers—Vocational Technical Education Consortium States

This learning module on evaluating students in performance-based vocational education (PBVE) programs is one of nine developed for use in training administrators, teachers, and prospective teachers in the utilization of Vocational-Technical Education Consortium of States (V-TECS) catalogs of performance objectives, criteria-referenced measures, and performance guides. Readings are provided on the following subject areas: the role of evaluation in PBVE; evaluation via performance testing; evaluating cognitive learning via written tests; evaluating affective learning; grading alternatives; and record-

ing results. Examples of module behavioral objectives are these: be able to give the basic measure of evaluation in a performance-based system; the three major types of performance evaluation; the characteristics of six levels of learning; the five major types of objective tests; the major records that are used to chart student progress in a performance-based system; and the major evaluation devices for measuring attitudes. A glossary of terms, a glossary self check, and five self-check lists on module readings are provided. (An instructor's handbook–CE 017 440–for use with all the modules contains the checkout activity, a multiple choice test keyed to the behavioral objectives stated at the beginning of the module. The modules are designed for use with individuals or with groups.) (JH)

ED 159 389 CE 017 447

Implementing Performance-Based Vocational Education Utilizing V-TECS Catalogs. Module 7. Designing Student Materials for Self-Pacing.

Clemson Univ., S.C. Vocational Education Media Center.South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—G007702222

Note—35p.; For related documents see CE 017 440-449

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($7.50)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Education, Curriculum Development, *Individualized Instruction, Inservice Teacher Education, *Instructional Materials, Learning Activities, Learning Modules, *Material Development, *Performance Based Education, *Vocational Education

Identifiers—Vocational Technical Education Consortium States

This learning module on designing student materials for self-pacing is one of nine developed for use in training administrators, teachers, and prospective teachers in the utilization of Vocational-Technical Education Consortium of States (V-TECS) catalogs of performance objectives, criteria-referenced measures, and performance guides. Information with examples is presented on the following topics related to development of student materials: format, title, introduction, directions, objectives, learning activities, instructional content, student self-check, check-out activities, and instructor's final checklist. Examples of module behavioral objectives are these: identify the components of a typical module; the guidelines for writing a module; the function of the self-check; the types of self-checks; the types of instructional content; appropriate check activities; appropriate items to be included in the instructor's final checklist; and guidelines for using illustrations. A glossary of terms, a glossary self check, and three self checks on material presented in the module are provided. (An instructor's handbook–CE 017 440–for use with all the modules, contains the checkout activity, a multiple choice test keyed to the behavioral objectives stated at the beginning of the module. The modules are designed for use with individuals or with groups.) (JH)

ED 159 390 CE 017 448

Implementing Performance-Based Vocational Education Utilizing V-TECS Catalogs. Module 8. Managing Self-Paced Instruction.

Clemson Univ., S.C. Vocational Education Media Center.South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—G007702222

Note—37p.; For related documents see CE 017 440-449

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($7.50)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Class Management, *Individualized Instruction, Inservice Teacher Education, Learning Modules, *Performance Based Education, Teacher Role, *Vocational Education

Identifiers—Vocational Technical Education Consortium States

This learning module on managing self-paced instruction is one of nine developed for use in training administrators, teachers, and prospective teachers in the utilization of Vocational-Technical Education Consortium of States (V-TECS) catalogs of performance objectives, criteria-referenced measures, and performance guides. Information is provided on the following subject areas: managing self-paced instruction, the role of the instructor, management of slow and fast learners, suggestions for starting a self-paced program, record keeping and filing, facilities for self-paced instruction, and the use of simulators and kits. Examples of module behavioral objectives are these: be able to identify a definition of self-pacing, two requirements of self-paced materials, alternate methods of self-pacing, the role(s) of the teacher in managing a self-paced system, and the three categories for storing modules. A glossary of terms, a glossary self check, and two self checks on module information are provided. (An instructor's handbook–CE 017 440–for use with all the modules contains the checkout activity for this module, a multiple choice test keyed to the behavioral objectives stated at the beginning of the module. The modules are designed for use with individuals or with groups.) (JH)

ED 159 391 CE 017 449

Implementing Performance-Based Vocational Education Utilizing V-TECS Catalogs. Module 9. Using V-TECS Catalogs in Contemporary Programs to Make Them More Performance Based.

Clemson Univ., S.C. Vocational Education Media Center.South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—G007702222

Note—45p.; For related documents see CE 017 440-448

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($7.50)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Education, Catalogs, Inservice Teacher Education, Learning Modules, *Performance Based Education, *Program Improvement, *Program Validation, *Vocational Education

Identifiers—Vocational Technical Education Consortium States

This learning module on using Vocational-Technical Education Consortium of States (V-TECS) catalogs in contemporary programs to make them more performance based is one of nine developed for use in training administrators, teachers, and prospective teachers in the utilization of V-TECS catalogs. Readings are provided on the use of V-TECS catalogs of performance objectives, criterion-referenced measures, and performance guides to validate the effectiveness of present vocational programs, to build and revise them, or to better manage them. Examples of module behavioral objectives are these: identify procedures for validating a contemporary program for job relevance using V-TECS catalogs; critical steps used when building a vocational program; and devices useful in assessing student abilities. A glossary of terms, a glossary self check, and self checks following each reading are provided. (An instructor's handbook–CE 017 449–for use with all the modules contains the checkout activity for this module, a multiple choice test keyed to the behavior objectives stated at the beginning of the module. The modules are designed for use with individuals or with groups.) (JH)

ED 159 392 CE 017 456

Magisos, Joel H.

Abstracts of Instructional and Research Materials in Vocational and Technical Education. Final Report.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Jul 78

Contract—300-75-0141

Note—70p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Data Bases, Delivery Systems, *Information Dissemination, *Information Processing, Information Services, Information Sources, *Information Systems, Instructional Materials, Program Descriptions, Research Projects, Research Reviews (Publications), Resource Guides, *Systems Development, Technical Education, *Vocational Education

Identifiers—*AIM ARM, Resources in Vocational Education

The purpose of the AIM/ARM project (Abstracts of Instructional Materials in Vocational and Technical Education/Abstracts of Research Materials in Vocational Education) was to achieve effective use of research reports, program descriptions, and instructional materials by researchers. To this end, the project announced 3,600 reports and 1,189 projects in the bimonthly publications, AIM/ARM and "Resources in Vocational Education" (RIVE), during the three-year contract period. It produced seven instructional materials catalogs, eighteen topical bibliographies, fourteen unpublished interpretative papers, three integrative analyses, and six special publications. Project staff made twenty presentations to national and regional meetings, collaborated with fourteen agencies and organizations, and conducted 106 literature searches. Major emphasis was given to improving the quality of input to information systems, helping users improve project design and education programs by using information, and redesigning the bimonthly publication. The project's focus on data base building, knowledge transformation, and information services will be continued by the National Center for Research in Vocational Education. (Author/EM)

ED 159 393 CE 017 470

Crawford, Glinda B. And Others

Clothing Construction: An Instructional Package with Adaptations for Visually Impaired Individuals.

North Dakota Univ., Grand Forks. Dept. of Home Economics and Nutrition.School for the Blind, Grand Forks, N. Dak.

Spons Agency—North Dakota Univ., Grand Forks.

Pub Date—76

Note—181p.; For a related document see CE 017 471 ; Pages 163-167 are marginally legible due to poor print quality

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Clothing Instruction, Curriculum Guides, *Home Economics Education, Information Sources, Instructional Materials, Junior High Schools, Junior High School Students, *Learning Activities, *Mainstreaming, *Sewing Instruction, Teaching Guides, Teaching Techniques, *Visually Handicapped, Worksheets

Developed for the home economics teacher of mainstreamed visually impaired students, this guide provides clothing instruction lesson plans for the junior high level. First, teacher guidelines are given, including characteristics of the visually impaired, orienting such students to the classroom, orienting class members to the visually impaired, suggestions

for effective teaching, and sources of assistance such as reading materials, organizations, and agencies. Next, the clothing instruction unit objectives and generalizations are given, followed by nine lesson plans. The topics of the lessons are selecting small sewing equipment; getting to know the sewing machine, caring for and operating the sewing machine; preparing the machine for sewing; fabric selection and terminology; using a commercial pattern; laying out and cutting out a pattern; and basic clothing construction. Each lesson includes objectives and generalizations, a pre- and posttest with an answer key, a list of learning activities (teacher lecture-demonstration, information sheets designed for all students and some especially for the blind, worksheets and worksheet keys, games), suggested films, books, kits and other resources, and special notes to the teacher for presenting the lessons to visually impaired students. Concluding the package is a list of addresses for resource material and a bibliography which includes indication of availability in large type, braille, or record. (This package is one of a series of home economics instructional packages for use with the Visually Impaired. See note.) (JH)

ED 159 394 CE 017 473

Lark, Floyd J. And Others

Agricultural Careers. A Curriculum Guide.

Oklahoma State Univ., Stillwater. Dept. of Agricultural Education.

Spons Agency—Oklahoma State Dept. of Vocational and Technical Education, Stillwater.; Oklahoma State Univ., Stillwater. Agricultural Experiment Station.

Pub Date—75

Note—236p.

Available from—State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074 ($10.00, teachers; $5.00, students)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Agribusiness, Agricultural Engineering, *Agricultural Occupations, Agricultural Production, Answer Keys, Career Education, *Career Planning, Curriculum Guides, *Decision Making Skills, *Educational Games, Educational Objectives, Forestry Occupations, Horticulture, Individual Characteristics, *Learning Activities, Occupational Clusters, *Self Concept, Simulation, Tests

This curriculum guide is designed to orient students to their own characteristics in relation to agricultural occupations, to the occupations available in the broad field of agriculture, and to the decision-making process used in choosing an occupation. An introduction provides an overview of the instructional units, recommends supplementary materials, and presents ideas, check lists, and worksheets for using audio-visual aids, fieldtrips, resource people, and skill trials. Ten of the eleven instructional units cover the following topics: self-discovery, general occupational clusters, agricultural occupational clusters, careers in agricultural production, careers in agricultural sales and services, careers in agricultural mechanics, careers in agricultural products, careers in horticulture, careers in forestry, and decision making. Each of these units follows a similar format which includes these elements: terminal and specific objectives; suggested activities for instructors and students; instructional and reference materials; information sheets; assignment sheets; and post tests with answer keys. The last unit contains a simulation game ("Payday") which is designed to accompany the decision-making unit. The instructions and materials needed to play the game are included. (BM)

ED 159 396 CE 017 485

Employment and Training Report of the President. Transmitted to the Congress, 1978.

Employment and Training Administration (DOL), Washington, D.C.Office of Human Development (DHEW), Washington, D.C.

Pub Date—78

Note—330p.; The statistical appendix, which comprises half of this document, will not reproduce well due to small print

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00305-0)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Apprenticeships, Disadvantaged Groups, Employment Opportunities, Employment Patterns, *Employment Problems, *Employment Programs, Employment Projections, *Employment Statistics, *Employment Trends, Federal Legislation, *Federal Programs, Illegal Immigrants, Immigrants, Job Training, Labor Legislation, Labor Market, Labor Supply, Manpower Utilization, Middle Aged, Older Adults, Program Coordination, Program Descriptions, Program Design, *Program Effectiveness, Program Improvement, Unemployment, Veterans, Welfare Services, Working Women, Youth Employment, Youth Problems, Youth Programs

Identifiers—*Comprehensive Employment and Training Act, Work Incentive Program, Youth Employment and Demonstratin Projects Act

This report includes annual reports from both the Department of Labor on employment and training requirements, resources, and utilization and the Department of Health, Education, and Welfare on facilities utilization and employment and training program coordination. First is a description of the current administration's five basic labor market policy objectives. Then chapter 1 examines employment, unemployment, and labor force participation trends of the past calendar year (1977). Chapter 2 reviews the Department of Labor's activities during fiscal year 1977, with emphasis on programs mandated by the Comprehensive Employment and Training Act (CETA) of 1973. Also reviewed are the President's economic stimulus package, special target group programs, Work Incentive Program (WIN), apprenticeship programs, employment services, unemployment compensation, and food stamps. The next two chapters focus on special employment problems of youth and middle-aged and older persons. Youth Employment and Demonstration Projects Act (YEDPA) goals are summarized, and the differing participation trends between men and women in the labor force are viewed in light of recent income security legislative initiatives. Chapter 5 examines the labor market impacts made by immigrants since the late 19th century, especially since 1965. In chapter 6 the employment opportunity component of the administration's welfare reform proposal is reviewed. Two special reports and statistical data are appended. (BM)

ED 159 397 CE 017 489

Knoop, Patricia A.

Survey of Human Operator Modeling Techniques for Measurement Applications. Final Report for Period April 1976-December 1977.

Air Force Human Resources Lab., Wright-Patterson AFB, Ohio. Advanced Systems Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-78-35

Pub Date—Jul 78

Note—42p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Science Research, *Behavior Patterns, Behavior Theories, *Mathematical Models, *Measurement, *Operations Research, Performance, *Performance Criteria, *Performance Factors, Psychological Characteristics

The purpose of this study was to review existing human operator modeling techniques and evaluate their potential utility for performance measurement applications (e.g., to support the type of flight simulation research that entails accounting for the perception and utilization of various cues). The major human operator characteristics that ought to be accounted for by a useful model were identified: psychological refractory period, operator intermittency, range effect, inadvertent crosscoupling, bang-bang control, and cue utilization. Existing models were then categorized, surveyed, and summarized. The categories of models surveyed include describing functions, optimal control model, discrete and finite state methods, adaptive techniques, preview models, and other nonlinear approaches. Models in each category were evaluated based on the extent to which they represented the identified human operator characteristics as well as other aspects of their general validity for performance measurement applications. Results were that none of the models implemented more than a few of the human operator characteristics; many were based on assumptions that were unacceptable for measurement applications; and others had not been developed far enough to justify their use as a point of departure for measurement. It was concluded that existing models were not sufficiently representative of known characteristics of human behavior to be useful for general application in performance measurement. (A 100-item bibliography is included.) (Author/JH)

ED 159 398 CE 017 510

Industrial Education Safety Guide.

California State Dept. of Education, Sacramento.

Pub Date—78

Note—29p.

Available from—Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($2.00 plus sales tax for California residents)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accident Prevention, *Equipment Utilization, Facility Guidelines, Guides, Hand Tools, Industrial Arts Teachers, *Industrial Education, Inspection, Legal Responsibility, Machine Tools, *Safety Education, Safety Equipment, School Districts, *School Law, School Responsibility, *School Safety, *School Shops, State Legislation, Teacher Responsibility, Vocational Education

Identifiers—California, *California Occupational Safety and Health Act

California is one of the few states in which school districts have a legal responsibility for accidents involving students while they are participating in assigned school activities. This guide was prepared to help school administrators and teachers evaluate their safety instruction programs and industrial education facilities in accordance with the legal requirements of California's education and government codes and occupational safety and health legislation. The first section of the guide quotes parts of the codes on accident liability and required safety instruction, legal provisions for school eye safety, industrial education work station safety, and legal bases for teacher negligence. A safety instruction program in industrial education is outlined in the second section. The third presents safety requirements applicable to industrial education facilities and equipment from the California Occupational Safety and Health Act, as detailed in general industry safety orders which cover safety requirements for business and industry. A facility safety inspection list is appended. (MF)

ED 159 399 CE 017 584

Adult Basic Education. State Plan for Fiscal Year 1979.

Kansas State Dept. of Education, Topeka.

Pub Date—78

Note—103p.; Maps and some pages in this document may not reproduce well due to poor print quality

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Achievement, *Adult Basic Education, Adult Education, Adult Literacy, *Educational Objectives, Federal Legislation, High School Equivalency Programs, Literacy Education, Needs Assessment, Performance, Postsecondary Education, *Program Evaluation, *Program Planning, State Departments of Education

Identifiers—Adult Education Act, Adult Performance Level, Kansas

This plan seeks generally to improve literacy skills and specifically to aid adults in progressing through three adult performance levels to obtain the general educational development (GED) diploma. The introduction discusses the general growth of adult basic education; a chart depicts that growth in Kansas. The document is then divided into five chapters. Chapter 1 details the evaluation procedures used for each of the postsecondary education section's fourteen objectives for 1978. Interagency cooperation, new program establishment, and instructional method improvement are a few of the concepts touched upon in the objectives. A training needs assessment report for Kansas adult basic education personnel is also included. Chapter 2 outlines ten objectives for the 1979 program. Objective 1, for example, makes adult basic education programming available to all adults regardless of race, color, or national origin. Stated for each objective are a selection background, steps to achievement, and evaluation procedure. Chapter 3, entitled "Needs Assessment," gives Kansas adults' educational attainment level. Chapter 4 discusses overall evaluation, which embraces the program's needs assessment, implementation, progress, and outcomes. In chapter 5, six tables on adult basic education program facts and figures are presented. Table 1, for example, depicts legal restrictions. The appendixes contain definitions, federal requirements for adult basic education plans, and the governor's comments. (CSS)

ED 159 400 CE 017 585

State Action on Sex Equity in Vocational Education. A Compilation of Selected States' Approaches to the Legislated Functions of Full-Time Sex Equity Personnel in Vocational Education.

Ellis Associates, Inc., College Park, Md.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Aug 78

Note—67p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Demonstration Programs, Educational Planning, Equal Education, Federal Legislation, Federal State Relationship, Job Analysis, *Job Development, *Nondiscriminatory Education, Objectives, Occupational Information, *Sex Discrimination, Sex Stereotypes, State Action, State Officials, *State Programs, *Vocational Education

Identifiers—*Sex Equity Personnel

Intended to aid the personnel hired by the states to coordinate and supervise their sex equity efforts in vocational education, this handbook contains brief descriptions of what fifteen states (which were chosen to participate in a workshop on the development of action models to eliminate sex stereotyping from vocational education) have done, and what they plan to do, in compliance with the ten major sex equity functions specified for sex equity personnel in the rules and regulations of Title II of the Education Amendments of 1976 (PL 94-482). The handbook is organized into three parts: the first presents a status report detailing the accomplishments, problems, and solutions of three representative states for each of the ten functions; the second gives the action plans of three representative states for one year, outlining the objectives to be reached and the activities necessary to accomplish them and clarifying the role of the sex equity specialist for the ten functions; and the last identifies the actions which the workshop participants felt would be most effective for all states in meeting the ten sex equity mandates for personnel. (ELG)

ED 159 401 CE 017 586

Fardig, Glen E.

Implementing a Performance-Based Vocational Teacher Education Program. Interim Report.

Florida Technological Univ., Orlando. Dept. of Secondary and Vocational Education.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—Aug 78

Note—77p.; Parts of appendix may be marginally legible due to small type

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Course Descriptions, Health Occupations Education, Higher Education, Inservice Teacher Education, *Performance Based Teacher Education, Preservice Education, Program Descriptions, Program Development, Program Planning, *Teacher Education Curriculum, *Teaching Models, *Teaching Skills, Trade and Industrial Education, *Vocational Education Teachers

Identifiers—*Florida Technological University

Planning procedures, major activities, program design, and results of the first phase (January through June 1978) of a long-term effort to implement a performance-based approach to vocational education teacher education at Florida Technological University, Orlando, are described. In its operational form the program is expected to be a model for similar performance-based teacher education (PBTE) programs throughout the state. Project activities include designing a program model, identifying teaching competencies, and installing procedures for achieving these competencies in a PBTE program for industrial and health occupations teachers. The project technical plan and the programs of courses and competencies for vocational PBTE certificate and degree programs are appended. (MF)

ED 159 404 CE 017 664

Tomorrow's Manpower Needs. Supplement 3 (Revised): Matching Occupational Classifications to Vocational Education Program Codes.

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date—75

Note—62p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Classification, Data Processing, Employment Statistics, Indexes (Locaters), *Instructional Program Divisions, Manpower Needs, Occupational Clusters, *Occupations, Tables (Data), *Vocational Education

Identifiers—Bureau of Labor Statistics, Bureau of the Census, Dictionary of Occupational Titles, Office of Education

For use by educational planners desiring to match occupational supply and demand data, this report contains conversion tables intended to provide a bridge between the system used to classify occupations in the Bureau of Labor Statistics' National/-State Industry-Occupation Matrix System and the system used by the Office of Education to classify occupational instructional programs. This report updates the information contained in "Tomorrow's Manpower Needs" Supplement 3 by substituting 1970 census data (occupational codes) for the 1960 base used in the earlier study. The first section outlines the characteristics of four occupational and educational classification systems: the Bureau of Labor Statistics (BLS) National/State Matrix system occupational classification; the Bureau of Census occupational classification; Dictionary of Occupational Titles (DOT) classification and codes; and the Office of Education (OE) classification. The next section describes the conversion tables including the source of data, and the construction, interpretation, and limitations of the table. The bulk of the report is the two sets of tables: (1) the Conversion of National/State Matrix titles to the vocational education classification system; and (2) vocational educational instructional programs and related National/State Matrix titles. The first lists National/-State Matrix titles (e.g., each subheading under "professional, technical, and kindred workers") and corresponding 1970 census code, vocational education system code and program title, and DOT code and title. The second table then converts Matrix titles to OE instructional program codes and titles (e.g., "agricultural and biological technicians, except health") to chemical technology in the technical education program area. (JH)

ED 159 405 CE 017 683

Oregon Custodial Training Program. Housekeeping Methods and Materials. (Revised 1978).

Oregon State Dept. of Education, Salem.

Pub Date—78

Note—43p.

Available from—Documents Clerk, Oregon Department of Education, 942 Lancaster Drive NE, Salem, Oregon 97310 ($1.00)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cleaning, *Custodian Training, Equipment Maintenance, Equipment Utilization, Instructional Materials, Job Skills, Job Training, Manuals, Sanitation, *School Maintenance

Identifiers—Oregon

Designed as an instructional aid in teaching about custodian housekeeping methods and materials, this booklet contains information on the school custodian's responsibilities and methods for maintaining the building inside and outside, including the cleaning and sanitation of classrooms, restrooms, showerrooms, lunchrooms, corridors, and special rooms (industrial arts, homemaking classes, library, auditorium, and multipurpose rooms). Specific information is given on the use of tools, equipment, and cleaning chemicals. Also included are sections on maintaining lighting systems, cleaning glass, cleaning venetian blinds, care and cleaning of drinking fountains, care of carpets, maintenance of fire extinguishers and alarms, flag display and care, stain removal (chart given), care of cleaning equipment, and a summer work schedule of general duties and cleaning tasks. (JH)

ED 159 406 CE 017 699

Koble, Daniel E., Jr., Comp. · Shylo, Bruce J., Comp.

The Challenge of Preparing an Urban Population for Full Employment. 1978 National Leadership Conference for Administrators of Vocational Education in Large Cities. Leadership Training Series No. 36.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—May 78

Note—148p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Administrator Education, Adult Vocational Education, Articulation (Program), Career Education, Conference Reports, Equal Opportunities (Jobs), Inservice Education, Manpower Development, Part Time Students, Postsecondary Education, *Program Administration, Program Coordination, School Integration, *Urban Areas, *Urban Education, *Vocational Education, Youth Employment

Twenty-one conference presentations are included in this report of a national conference for large city vocational education administrators. Sec-

tion 1 includes one presentation entitled "The Challenge of Youth Unemployment in Urban Areas" and three on "Changing Vocational Education to Impact on Youth Unemployment in Urban Areas." Each of the three papers in section 2 is entitled "Coordinating Vocational and Manpower Training Activities in a Large Urban Area." Section 3 contains two presentations on "Practices to Assure Sexual Equality in Vocational-Technical Programs," three on "Practices to Assure Racial Equality in Employment of Graduates of Vocational Education," and two on "Techniques for Orienting Vocational Education Personnel to the Needs of Minority and Female Clients." In section 4 two papers deal with "Strategies for Coordinating Secondary and Post-Secondary Vocational-Technical Education in Urban Areas," two with "The Future of Part-Time Adult Vocational Education in Urban Areas," and one with "Changes Needed in Vocational-Technical Education to Better Serve the Needs of Post-Secondary and Part Time Adult Clients in Urban Areas." "The Role of Career Education in Desegregating Schools in Large Cities" is contained in section 5 and "Providing Inservice Education to Meet the Training Needs of Building Level Vocational Administrators in Urban Areas" makes up section 6. Appended are simulation exercises used at the conferences, the conference program, and the names and addresses of program participants, presenters, and presiders. (JH)

ED 159 407 CE 017 707

Bruno, Lee

Intake and Assessment: CETA Program Models.

Employment and Training Administration (DOL), Washington, D.C.

Pub Date—78

Note—44p.; Contains occasional small print

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00327-1)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Admission Criteria, Agency Role, Aptitude Tests, Cost Effectiveness, Demonstration Programs, Diagnostic Tests, *Disadvantaged Groups, Educational Assessment, Employment Interviews, *Employment Services, *Evaluation Methods, Evaluation Needs, Federal Programs, Feedback, *Identification, Identification Tests, Informal Assessment, *Job Training, Models, Personality Assessment, Personality Tests, Personnel Selection, Placement, Program Development, *Recruitment, Screening Tests, Test Selection

Identifiers—*Comprehensive Employment and Training Act

In this monograph, methods and models for revising or developing intake and assessment activities, facilitating enrollee success, and offering other program benefits are presented. The report, divided into four chapters, describes intake and assessment in chapter 1. Intake is defined as any process controlling the enrollee's flow into a program at a rate maintaining optimum enrollment levels. Three assessment levels are outlined: (1) judging eligibility for admission, (2) matching client to activity, and (3) using diagnostics for individualization of services. It is suggested that in designing intake and assessment activities, elements to be considered are sufficient information, cost-effectiveness considerations, and assessment functions. Chapter 2 presents an overview of assessment instruments and their limitations. In chapter 3 program model variations are described as evolving from the intensity of the assessment process, from the management activity (to maximize cost-effectiveness), and from the purpose(s) of the intake and assessment process. Nine intake and assessment models reflecting assessment level, multi-functional extent, and single or multi-agency effort are represented. Chapter 4 reviews selection, services, assessment systems, assessment devices, and client screening methods. A bibliography and three appendixes, including a summary of assessment tools for the disadvantaged, are attached. (This is one of a series of CETA program models.) (CSS)

ED 159 408 CE 017 748

Impacts of YEDPA on Education/CETA Relationships at the Local Level. Five Case Studies. Office of Youth Programs Special Report Number 1.

Department of Health, Education, and Welfare, Washington, D.C. Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.

Pub Date—Aug 78

Note—42p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Standards, Administrative Problems, Case Studies, Community Programs, Educational Assessment, Educational Finance, *Employment Programs, Federal Legislation, *Federal Programs, Financial Problems, Government School Relationship, *Interagency Cooperation, Job Training, Program Administration, Program Evaluation, *Program Improvement, School Community Cooperation, *School Community Programs, Time, Training Allowances, *Youth Programs

Identifiers—California (Los Angeles), Comprehensive Employment and Training Act, Local Education Agencies, Massachusetts (Worcester), Minnesota, Texas (Houston), United States, Virginia (Fairfax County), Youth Employment and Demonstration Projects Act, Youth Employment and Training Programs

Five Comprehensive Employment and Training Act (CETA)/Local Education Agency (LEA) programs designed to provide youth with employment-related services were reviewed. Onsite visits were conducted to assess program development and implementation in Houston, Worcester (Massachusetts), Minnesota, Fairfax County (Virginia), and Los Angeles. (Each area review is reported in depth.) A summary of the reviews found that (1) the Youth Employment and Demonstration Projects Act (YEDPA) has contributed to improved CETA communications with the public schools; (2) YEDPA provides opportunities for the education and employment/training communities to have substantial impact on the quality of education and training for youth; (3) the cooperativeness of previous relationships, community size, and degree of prior preparation contributed to CETA/LEA program development; (4) lack of time for comprehensive program planning affected most sites; (5) the Youth Employment and Training Programs (YETP) reaches students who would not otherwise be served; (6) program regulations hinder broad exposure of youth to private sector job opportunities; (7) school requirements (such as credit, scheduling, etc.) deserve more attention; and (8) most school and prime sponsor officials felt more money was required to meet deserving youth needs. (CSS)

ED 159 410 CE 017 751

Braaten, Larry Miller, Annette

List of State-Administered Research and Development Projects in Vocational Education. Supported under Section 131(b) of Part C of the Vocational Education Amendments of 1968. Fiscal Year 1977 (October 1, 1976-September 30, 1977).

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date—Aug 78

Note—73p.; For a related document see CE 016 654

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Directories, *Federal Aid, Federal Legislation, *Research Projects, *State Programs, *Vocational Education

Identifiers—Vocational Education Amendments 1968 Part C

A listing of the 1977 projects administered by each state under grants and contracts funded by Section 131(b) of Part C of the Vocational Education Amendments of 1968 is provided. Arranged alphabetically by states, the list shows the title of each project, the name and city of the grantee or contractor, and the amount of Section 131(b) funding obligated for the project. (JH)

ED 159 411 CE 017 753

State Plan: Career Education in Kansas. Kansans Developing Today for Tomorrow through Career Education.

Kansas State Dept. of Education, Topeka.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 78

Contract—G007604169;

Note—194p.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Career Education, Community Involvement, Community Schools, Community Support, Demonstration Projects, Educational Administration, Educational Finance, Educational Objectives, Educational Planning, Educational Strategies, Financial Support, Guidelines, Information Dissemination, Instructional Materials, Master Plans, Needs Assessment, Performance Based Education, Personnel Needs, Pilot Projects, Program Budgeting, *Program Development, Program Evaluation, Program Improvement, Program Planning, School Districts, State Aid, *State Programs, *State School District Relationship; *Statewide Planning

Identifiers—*Kansas

This document consists of two publications: the five-year state plan for career education in Kansas and a handbook providing guidelines for program development at the local school level. The plan includes the following information: (1) the results of a two-year needs assessment survey; (2) its two goals: first, to increase awareness of the benefits of career education and encourage support for the adoption of comprehensive career education programs in all state school districts; and second, to provide assistance (consisting of financial aid, instructional materials, demonstration projects, and personnel) to schools for implementation; (3) the objectives, activities, and strategies necessary to achieve the goals; (4) personnel needs; (5) an estimated budget; (6) an evaluation design to assess the plan's effectiveness; and (7) appendixes providing developmental milestones and background information. The handbook, which deals with implementation of the state plan by local educational agencies, is divided into four developmental stages, encompassing sixteen steps: awareness (conducting local awareness activities and obtaining local school board commitment); program planning (organizing local advisory councils, conducting local needs assessment to determine program goals, developing performance objectives and an evaluation plan, and instituting a pilot test program); program implementation (preparing staff and suggesting sources of external support); and program evaluation. (ELG)

ED 159 414 CE 017 800

Wurzburg, Gregory

Improving Job Opportunities for Youth: A Review of Prime Sponsor Experience in Implementing the Youth Employment and Demonstration Projects Act.

National Council on Employment Policy (DOL), Washington, D.C.

Spons Agency—Department of Labor, Washington, D.C.; Ford Foundation, New York, N.Y.

Pub Date—Aug 78

Note—61p.; Some pages in this document may not reproduce well due to broken type

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Agency Role, Career Exploration, Case Studies, Community Agencies (Public), *Demonstration Programs, Disadvantaged Youth, Dropouts, *Employment Opportunities, Employment Services, *Federal Programs, Government School Relationship, Interagency Coordination, *Job Training, Occupational Aspiration, Participant Involvement, Program Development, *School Community Cooperation, Work Experience, Youth Employment, Youth Opportunities, *Youth Programs
Identifiers—Comprehensive Employment Training Act, Department of Labor, Local Education Agencies, *Youth Employment and Demonstration Projects Act, Youth Employment and Training Program

This report of the National Council on Employment Policy to the Department of Labor identifies some major themes and analyzes the diverse experiences occurring in ten case studies. The case studies examine a total of thirty-seven prime sponsors (in twelve states) charged with improving job opportunities for youth. "Summary and Recommendations," the first of the report's three parts, draws some tentative conclusions about the effectiveness of prime sponsors and the Department of Labor in implementing the new youth programs and offers some guidance for forthcoming operations. Part 2, "The National Picture," presents the national backdrop to the prime sponsor experience. It analyzes national level conditions and national office policy's direct effects on prime sponsor plans and experiences. The third part, "Experiences at the Local Level," analyzes the case study patterns with reference to the objectives of the Department of Labor's Office of Youth Programs. In this major portion of the report, there are reviews of knowledge development, work experience quality under the Youth Employment and Demonstration Projects Act, youth participation, targeting, substitution, coordinating services for youth, involvement of community-based organizations, and changes in institutional relationships. (CSS)

ED 159 416 CE 017 806
Kromhout, Ora M.
Florida's Vocational Curriculum System: Needs Assessment and Prioritization.
Pub Date—Mar 78
Note—31p.; Pages 22 and 25 will not reproduce well because of poor print quality; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)
Available from—Florida State University, Attn: Ora Kromhout, Career Education Center, 415 North Monroe Street, Tallahassee, Florida 32306 (No charge, limited copies available)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Attitudes, Course Evaluation, *Curriculum Development, Decision Making, Educational Quality, Information Systems, Instructional Materials, *Material Development, *Needs Assessment, Performance Based Education, Postsecondary Education, Program Effectiveness, *Program Improvement, Secondary Education, *State Surveys, Statewide Planning, Teacher Attitudes, Technical Education, Vocational Directors, *Vocational Education, Vocational Education Teachers
Identifiers—Florida, Instructional Materials Assessment Survey

This paper describes an information system designed for data-based decision making by a state vocational education agency in prioritizing courses for instructional materials development or acquisition. This needs assessment system is the second part of a project which focused attention on the need for competency-based instruction. The information system is described as follows. A survey instrument, administered statewide to teachers in selected vocational courses, is used to measure the quality of materials currently in use in terms of discrepancy-from-ideal (D). The importance (I) for each course of developing instructional materials is calculated as the weighted mean of several factors, such as number of students, placement statistics, job market prospects (demand), job earnings, cost category, and other factors. A priority index, the product of I times D, is used to rank order the courses. Appendixes in this document include the importance factor weighting instrument, a sample page from the instructional materials assessment survey (IMAS), an IMAS course/program information summary sheet, and a pair-comparison instrument. (Author/CSS)

ED 159 417 CE 017 807
Guidelines for Consumer Education in Kentucky Schools, Grades K-12. (Revised).
Kentucky State Dept. of Education, Frankfort.
Pub Date—Jul 76
Note—63p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Administrator Role, Bibliographies, Business Responsibility, Citizen Role, Citizenship Responsibility, Civil Liberties, Community Services, *Consumer Education, Consumer Protection, Curriculum Guides, Decision Making, *Educational Objectives, Elementary Secondary Education, Federal Government, Filmographies, Government Role, *Guidelines, *Learning Activities, Local Government, Parent Role, State Departments of Education, Student Role, Teacher Role
Identifiers—Kentucky

This publication, presented in four sections, is designed to assist local school systems in implementing consumer education programs. Several parts of the guide are adapted from the U.S. Office of Education publication, Suggested Guidelines for Consumer Education, Grades K-12. First, the pupil goals are broadly and narrowly stated. The broad goals are to function effectively as a consumer and to interact with the producer-distributor to derive mutual benefits. The next section recommends general guidelines for the K-12 consumer education curriculum, and some specific ones for elementary, secondary, and in-service education. Section 3 discusses consumer education roles for the school administrator, classroom teacher, parents, students, state and local government, consumer organizations, and the business community. Section 4 suggests curriculum concepts and activities for the consumer as an individual, the consumer as a society member, the consumer's marketplace alternatives, and the consumer's rights and responsibilities. For instance, under "The Consumer as an Individual," K-3 through K-12 activities examine personal values and consider psychological influences. There are three appendixes which contain (1) a list of federal departments and their responsibilities and state, local, and other resources, (2) a consumer education film list, and (3) a consumer education bibliography. (CSS)

ED 159 418 CE 017 808
Gibson, Suzanne, Ed.
Developing Program Models and Prototype Training Materials to Meet Occupational Training Needs of Adult Women Offenders from a Correctional Institution. Final Report.
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Mar 78
Contract—G007604314
Note—105p.; For related documents see CE 017 809-814
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Correctional Education, *Curriculum Development, Curriculum Evaluation, *Females, *Instructional Materials, Material Development, Needs Assessment, *Vocational Education, *Vocational Interests

Based on a need for occupational training materials in female corrections education, an eighteen-month project was conducted to (1) assess non-stereotyped occupational skill training interests and needs of women offenders in Virginia, (2) design model training curricula to meet the assessed needs, (3) develop training materials to implement programs using the curricula, and (4) pilot test and evaluate the materials. Written questionnaires were administered to a sample of 200 offenders followed by personal interviews to assess vocational training interests and needs. Searches were also conducted to identify existing resources. Instructional materials were then developed and field tested in six occupational areas: child care aide; clothing services and machine repair helper; floral assistant; health aide; receiving clerk; and sanitarian aide. Based on testing and third-party evaluation, six program guides were revised and produced in final form. (Questionnaires and pilot test data and analyses are appended. The program guides are available separately–CE 017 809-814.) (JH)

ED 159 419 CE 017 809
Dennison, Lucy . And Others
Child Care Aide.
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Mar 78
Contract—G007604314
Note—245p.; For related documents see CE 017 808-814
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Adult Vocational Education, Behavioral Objectives, *Child Care Occupations, *Correctional Education, Criterion Referenced Tests, Curriculum Guides, Job Skills, *Learning Activities, Learning Modules, Lesson Plans, *Occupational Home Economics, Occupational Information, Womens Education

Designed for use in a self-paced, open-entry/open-exit vocational training program in child care services, this curriculum guide is one of six for teachers of adult women offenders from a correctional institution. Module topic outlines and sample lesson plans are presented on six topics: caring for infants, discipline and guidance of young children, growth and development of children, nutrition for children, safe and healthy children, and employment in child care. For each topical area the concept, performance objectives, generalizations, occupational competencies, suggested learning activities, and criterion-referenced measures are listed. The training plan outlined suggests time periods for each topic within a fifteen-week program. A job description and career ladder are included. Prototype individualized learning packages for student use are appended. (The final report of the project to develop and field test the six guides is CE 017 808). (Author/JH)

ED 159 420 CE 017 810
Looney, Eva Morgan, Samuel D.
Clothing Services and Machine Repair Helper.
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Mar 78
Contract—G007604314
Note—154p.; For related documents see CE 017 808-814
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Adult Vocational Education, Behavioral Objectives, *Clothing Instruction, *Correctional Education, Criterion Referenced Tests, Curriculum Guides, Equipment Maintenance, Job Skills, *Learning Activities, Learning Modules, *Occupational Home Economics, Occupational Information, Sewing Instruction, Womens Educa-

tion

Designed for use in a self-paced, open-entry/open-exit vocational training program in clothing services and machine repair, this curriculum guide is one of six for teachers of adult women offenders from a correctional institution. Module topic outlines presented on fourteen topics: fashion, characteristics of fibers and fabrics, custom dressmaking, threading power sewing machines, using power machines, cleaning and oiling power sewing machines, adjusting machine stitching, tailoring techniques, pattern drafting, a custom sewing business, merchandising jobs in clothing services; constructing and installing window treatments, window treatment jobs, and the client's home. For each topical area the concept, performance objectives, generalizations, occupational competencies, suggested learning activities, and criterion-referenced measures are listed. The training plan outlined suggests time periods for each topic within a six-month program. A job description and career ladder are included. Five prototype individualized learning packages for student use are appended. (The final report of the project to develop and field test the six guides is CE 017 808). (Author/JH)

ED 159 421 CE 017 811

Martin, Joyce Looney, Era

Floriculture Aide.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Mar 78

Contract—G007604314

Note—189p.; For related documents see CE 017 808-814

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Adult Vocational Education, Behavioral Objectives, *Correctional Education, Criterion Referenced Tests, Curriculum Guides, *Floriculture, Job Skills, *Learning Activities, Lesson Plans, Occupational Information, Ornamental Horticulture Occupations, Womens Education

Designed for use in a self-paced, open-entry/open-exit vocational training program for a floriculture aide, this program guide is one of six for teachers of adult women offenders from a correctional institution. Module topic outlines and sample lesson plans are presented on eleven topics: occupational opportunities in the retail florist industry; personal qualifications for success, the art of selling flowers, paperwork, display, floral supplies and equipment, storing and handling cut flowers and greenery, potted plants and their care, soil and other plant-growing media, growing plants, and propagating plants. For each topical area the concept, performance objectives, generalizations, occupational competencies, suggested learning activities, and criterion-referenced measures are listed. A job description and career ladder are included. A training plan outline suggests approximate time periods for each topic within a twenty-five-week program. (The final report of the project to develop and field test the six guides is CE 017 808). (Author/JH)

ED 159 422 CE 017 812

Novak, Kathy And Others

Orientation to Health Aide Careers Mini-Course & Home Health Aide Course.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Mar 78

Contract—G007604314

Note—101p.; For related documents see CE 017 808-814

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Vocational Education, Behavioral Objectives, *Correctional Education, Criterion Referenced Tests, Curriculum Guides, *Health Occupations Education, *Home Health Aides, Job Skills, *Learning Activities, Occupational Information, Womens Education

Designed for use in a self-paced, open-entry/open-exit vocational training program for home health aides, this program guide is one of six for teachers of adult women offenders from a correctional institution. Module topic outlines are presented on eight topics: your career as a health aide; maintaining health; recognizing illness; positioning and body mechanics; personal services for the bed patient; changing the bed linens and transfer activities; diets, medicines, and treatments; and home health aide on-the-job experience. For each topical area the concept, performance objectives, generalizations, occupational competencies, suggested learning activities, and criterion-referenced measures are listed. The training plan outlined suggests time periods for each topic within a twelve-week program. A job description and career ladder are included. A prototype student training plan is provided for simulated and/or on-the-job experiences. (The final report of the project to develop and field test the six guides is CE 017 808). (Author/JH)

ED 159 423 CE 017 813

Novak, Kathy Martin, Joyce

Receiving Clerk Course.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Mar 78

Contract—G007604314

Note—236p.; For related documents see CE 017 808-814

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Adult Vocational Education, Behavioral Objectives, *Clerical Occupations, *Correctional Education, Criterion Referenced Tests, Curriculum Guides, Distributive Education, Job Skills, *Learning Activities, Occupational Information, *Office Occupations Education, Womens Education

Designed for use in a self-paced, open-entry/open-exit vocational training program for receiving clerks, this curriculum guide is one of six for teachers of adult women offenders from a correctional institution. Module topic outlines are presented on nine topics: introduction to receiving clerk; modern receiving; when a shipment arrives; a system of safeguards; marking the merchandise; distribution; correction department; employment outlook; and receiving clerk on-the-job experience. For each topical area the concept, performance objectives, generalizations, occupational competencies, suggested learning activities, and criterion-referenced measures are listed. A job description and career ladder are included. Prototype individualized learning packages for student use and a prototype student training plan for simulated and/or on-the-job experience are appended. (The final report of the project to develop and field test the six guides is CE 017 808). (Author/JH)

ED 159 424 CE 017 814

Novak, Kathy Harris, Ruth

Orientation to Health Aide Careers Mini-Course & Sanitarian Aide Course.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Mar 78

Contract—G007604314

Note—189p.; For related documents see CE 017 808-814

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adult Vocational Education, Behavioral Objectives, *Correctional Education, Criterion Referenced Tests, Curriculum Guides, *Health Occupations Education, Job Skills, *Learning Activities, Learning Modules, Occupational Information, *Sanitation, Womens Education

Designed for use in a self-paced, open-entry/open-exit vocational training program for health sanitarian aide, this curriculum guide is one of six for teachers of adult women offenders from a correctional institution. For the teacher module topic outlines are presented on six topics: your career as a health aide, introduction to sanitarian aide, how to control infection, the importance of keeping it clean, taking care of your equipment, and sanitarian aide on-the-job experiences. For each topical area the concept, performance objectives, generalizations, occupational competencies, suggested learning activities, and criterion-referenced measures are listed. A job description and career ladder are included. Programed learning packages for student use and a prototype student training plan for simulated and/or on-the-job experience are appended. (The final report of the project to develop and field test the six guides is CE 017 808). (Author/JH)

ED 159 425 CE 017 822

Copa, George H. Irvin, Donald E., Jr.

Occupational Supply and Demand Information: A Format with Implications for Planning Education for Work.

Minnesota Research Coordinating Unit for Vocational Education, Minneapolis.

Pub Date—Sep 74

Note—86p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Data Analysis, Data Collection, Data Sheets, Demography, Economic Research, Elementary Secondary Education, *Employment Projections, Employment Statistics, Job Training, Labor Market, *Labor Supply, *Manpower Needs, Postsecondary Education, *Program Planning, Research Methodology, *Vocational Education

Identifiers—*Minnesota

In the first half of this report a format or framework is outlined for displaying occupational supply and demand information for use in planning education for work programs. In the second half, the use of the procedure is demonstrated by filling in the format with Minnesota supply and demand information (1970-71) and drawing from it illustrative implications for planning occupational education programs. Advantages listed for the proposed format are the following: (1) identifies the alternative sources of occupational supply (high school graduates, postsecondary vocational school graduates, college graduates, those leaving the military, those previously employed or unemployed), (2) describes the size and contribution of each (as a total number of individuals or positions, respectively, and as a percentage showing relative size), (3) allows implications to be drawn for planning at the adult level (for those changing jobs, needing updating to keep their job, or re-entering the labor force) as well as postsecondary, secondary, and elementary school level (those needing awareness, orientation, exploration, or preparation), (4) adapts to various size geographic areas (state, economic region, county) and time period (one year, five years), and (5) insures the ability to test, through simulation, the potential consequences of making various changes in the sources of occupational supply or demand (e.g., through educational programs) as a means of altering either the supply or demand or both. The Minnesota data and documentation of its sources and calculations are appended. (JT)

ED 159 430 CE 017 872

Drier, Harry N., Ed. And Others

Solving the Guidance Legislative Puzzle.

American Personnel and Guidance Association, Washington, D.C.American Vocational Association, Washington, D.C.

Pub Date—Mar 78

Note—114p.

Available from—American Vocational Association,

2020 North 14th Street, Arlington, Virginia 22201 ($6.75)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Comprehensive Programs, *Counseling, Counselor Role, *Educational Legislation, *Federal Legislation, Federal State Relationship, Financial Support, *Guidance, Information Sources, Inservice Education, *Policy Formation, Political Influences, Political Power, Program Proposals, Social Action, Special Education, Vocational Education

Identifiers—*Education Amendments 1976 Title I, Education Amendments 1976 Title II, Education Amendments 1976 Title III

This five-part handbook is designed for use by individuals and groups interested in legislation related to guidance and counseling. Part I contains a chapter on the guidance implications of Titles I, II, and III of the Education Amendments of 1976 (Public Law 94-482) and a chapter on the historical and current perspective of guidance related legislation. Part II has four chapters which give an overview of comprehensive guidance programs, a detailed description of major guidance program functions (administration, planning, assessment, program development, evaluation, and guidance support), a description of special populations with reference to Title II, and a summary of the significant sections of federal legislation related to the extended role of guidance and counseling. Part III presents three chapters on the perspective of the legislative process and how to influence it, a "short course" on the operation of Congress, and ways in which counselors can gain the support of groups and agencies to influence legislation. A case study on how the State of Florida approaches the administration of federal legislation is included in Part IV. Part V gives an overview of grantsmanship and proposal development including funding sources and proposal elements. The concluding section gives suggestions on how to use this document for the legislative inservice training of counselors and other groups of individuals. Appendixes include the names and addresses of major organizations and agencies (e.g., nongovernmental agencies; congressional committees; agencies under the Office of Education; regional offices of education; National Advisory Councils; Office of Management and Budget; State Departments of Education; etc.) A glossary of legislative terms is also included. (JH)

ED 159 431 CE 017 873

Guide to the Evaluation of Educational Experiences in the Armed Services. The 1978 Guide. 1: Air Force.

American Council on Education, Washington, D.C. Office on Educational Credit.

Spons Agency—Department of Defense, Washington, D.C.

Pub Date—78

Note—359p.; For related documents see CE 017 874-875, CE 016 769, and ED 029 240 ; Not available in hard copy due to small type

Available from—Publications Division, American Council on Education, One Dupont Circle, Washington, D.C. 20036 ($7.00 per volume; $18.00 per set)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Guides, Armed Forces, *College Credits, *Course Descriptions, Credit Courses, Educational Experience, Guidelines, Indexes (Locaters), Job Training, *Military Training, Postsecondary Education, *Student Certification

Identifiers—*Air Force, Department of Defense

Postsecondary educational credit recommendations for formal courses offered by the Air Force and the Department of Defense are provided in this first of a three-volume guide. (Other volumes cover courses offered by the Army and by the Coast Guard, Marine Corps, and Navy. See note.) Following brief sections on use of the guide, the formal course exhibits are presented. Each exhibit contains such information as present and former course titles, course number, location where offered, length of course, objectives, description of instruction and subject areas covered, and credit recommendation. Credit recommendations are given in four categories: vocational certificate; lower-division baccalaureate/associate degree; upper-division baccalaureate; and graduate degree. The credit is expressed in semester hours. An appendix includes an outline on the historical development of the guide, defines the evaluation procedures used to prepare the recommendations, and includes definition and guidelines pertaining to categories of educational credit and the semester-hour standard. The concluding two sections are keyword and course number indexes. (JH)

ED 159 432 CE 017 874

Guide to the Evaluation of Educational Experiences in the Armed Services. The 1978 Guide. 2: Army.

American Council on Education, Washington, D.C. Office on Educational Credit.

Spons Agency—Department of Defense, Washington, D.C.

Pub Date—78

Note—556p.; For related documents see CE 017 873-875 ; Not available in hard copy due to small type

Available from—Publications Division, American Council on Education, One Dupont Circle, Washington, D.C. 20036 ($7.00 per volume; $18.00 per set)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Guides, Armed Forces, *College Credits, *Course Descriptions, Credit Courses, Educational Experience, Enlisted Personnel, Guidelines, Indexes (Locaters), *Military Training, *Occupations, Postsecondary Education, *Student Certification

Identifiers—*Army, Department of Defense, Military Occupational Specialties, Warrant Officers

Postsecondary educational credit recommendations for formal courses offered by the Army and the Department of Defense are provided in this second of a three-volume set. (Other volumes cover courses offered by the Air Force and by the Coast Guard, Marine Corps, and Navy. See note.) Also included are postsecondary credit recommendations for all Army enlisted and warrant officer military occupational specialties (MOS's) evaluated through January 1978. Each course exhibit contains such information as present and former course titles, location, length, objectives, description of instruction and subject areas covered, and credit hour recommendations. The enlisted and warrant MOS exhibits provide such information as title of MOS, description of duties and qualifications, and recommendation for educational credit. Credit recommendations are given in four categories: vocational certificate, lower baccalaureate/associate degree, upper division baccalaureate, and graduate degree. Credit is expressed in semester hours. The appendixes include the following elements: the historical development of the Guide; which courses can be found in the Guide; information on enlisted and warrant officer MOS's; the evaluation systems for the credit recommendations; information on the categories of education credit; the enlisted special qualifications identifiers; enlisted career management fields; warrant officer special qualifications identifiers; conversion of MOS's to Department of Defense Enlisted Occupational Codes; and Army occupational title index. The concluding two sections are keyword and course number indexes. (JH)

ED 159 433 CE 017 875

Guide to the Evaluation of Educational Experiences in the Armed Services. The 1978 Guide. 3: Coast Guard, Marine Corps, Navy.

American Council on Education, Washington, D.C. Office on Educational Credit.

Spons Agency—Department of Defense, Washington, D.C.

Pub Date—78

Note—465p.; For related documents see CE 017 874-876 ; Not available in hard copy due to small type

Available from—Publications Division, American Council on Education, One Dupont Circle, Washington, D.C. 20036 ($7.00 per volume; $18.00 per set.)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Guides, Armed Forces, *College Credits, *Course Descriptions, Credit Courses, Educational Experience, Guidelines, Indexes (Locaters), Job Training, *Military Training, *Occupations, Postsecondary Education, *Student Certification

Identifiers—Coast Guard, Department of Defense, Marine Corps, *Navy

Postsecondary educational credit recommendations for formal courses offered by the Coast Guard, the Marine Corps, the Navy, and the Department of Defense are provided in this third of a three-volume set. (Other volumes cover courses offered by the Army and by the Air Force. See note.) Also included are credit recommendations for Navy general rates and ratings (occupational categories in the Navy Enlisted Rating Structure). Following sections on the use of the guide, formal course and Navy rating exhibits are listed. Each course exhibit contains such information as present and former course titles, course number, location, length, objectives, description of instruction and subject areas covered. Each Navy rating exhibit includes such information as official Navy title of the general rating, description of skills, knowledge and competencies for that rating, and recommendation for educational credit. Credit recommendations expressed in semester hours are given in four categories: vocational certificate, lower division baccalaureate/associate degree, upper division baccalaureate and graduate degree. The appendixes contain the following information: historical development of the Guide, which courses can be found in the Guide; description of the evaluation system for credit recommendations; and definitions and guidelines on the categories of education credit, the semester hour standard; background on Navy enlisted occupational fields and ratings, Naval occupational standards, and Naval standards; and Navy occupational title index. (JH)

ED 159 434 CE 017 877

Gottfredson, Linda S. Brown, Vicky C.

Occupational Differentiation in the First Decade after High School. Report No. 259.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jun 78

Contract—NIE-G-76-0075

Note—34p.; Paper presented at the 1978 meeting of the American Sociological Association

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Age, Career Choice, *Career Development, Caucasians, Differences, Educational Background, Employment Experience, *Employment Level, Employment Patterns, Intelligence Quotient, Labor Force, Longitudinal Studies, *Males, *Occupational Choice, Occupational Surveys, Socioeconomic Background, Vocational Followup, *Young Adults

Identifiers—National Longitudinal Survey Labor Force

This report charts the rate at which occupational differentiation proceeded among 3,730 young white men and the dimensions along which it proceeded. Data from the National Longitudinal Survey of the Labor Force Experience of Young Men were used to examine employment among men aged sixteen to twenty-eight in different levels and fields of work. Results suggest that the rate of labor force participation stabilizes in the early twenties, differentiation among men by education and the distribution of men among different broad levels and fields of work stabilizes by the mid-twenties, and the sorting of men with different socioeconomic backgrounds into different occupational groups continues through the late twenties, at which age it appears to have been largely completed. Discriminant analyses reveal that academic achievement (IQ and years of education) is the major dimension by which men are sorted or sort themselves to jobs, but socioeconomic background also helps to distinguish among men in different fields as well as levels of work. (Author)

ED 159 435 CE 017 878

Everyday Metrics for Home Economics. A Resource Guide for Home Economics Teachers.

New York State Education Dept., Albany. Bureau of Occupational Education Curriculum Development.

Pub Date—78

Note—97p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Cooking Instruction, *Home Economics Education, Learning Activities, Measurement, *Metric System, Policy Formation, Postsecondary Education, Secondary Education, *Sewing Instruction, Teaching Guides, Transparencies

The use of metrics in home economics taught at all levels is presented in this teacher's guide. Following an introduction on the history of the metric system and future use in the United States, section 2 presents information on bringing metrics into the classroom: changes in home economics (food and nutrition, clothing and textiles, and housing, furnishings, and equipment) in relation to an adoption of the metric system; principles and guidelines for teaching metrics; a suggested timeline for incorporating metrics into all schools in New York State; and sample guidelines for schools developing a metric policy. Section 3 contains transparency masters and a narrative script for presenting general background on the metric system to consumer or homemaking classes at junior high through adult levels. Section 4 provides hands-on metric learning activities. Metric units in food and clothing are discussed in the concluding section. Tables of metric units for measuring food and a discussion of the kinds of utensils are followed by twelve metric recipes. Metric clothing sizes and a sample pattern envelope are illustrated. The appendix includes a glossary of terms and a list of references: books, instructional materials, and articles. (JH)

ED 159 439 CE 017 900

Seidenstat, Paul

A Labor Market Success Model of Young Male Hispanic Americans.

Latin American Community Center, Wilmington, Del.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Manpower Research and Development.

Pub Date—Apr 78

Contract—DL-21-10-77-33

Note—136p.; Not available in hard copy because of reproducibility problems

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavior Patterns, Blacks, Career Planning, Caucasians, Children, Economic Factors, Educational Background, English (Second Language), Equal Opportunities (Jobs), Family Background, Family Influence, Individual Characteristics, Job Search Methods, Job Training, *Labor Market, Language Skills, *Males, Occupational Mobility, *Puerto Ricans, Spanish Americans, *Spanish Speaking, *Success Factors, Unemployed, Urban Environment, Wages, Work Attitudes

Identifiers—Delaware (Wilmington)

The study develops a labor market success model of young male inner-city Hispanics and examines several variables influencing labor market success. A sample of inner-city Puerto Ricans who attended the eighth grade in two schools in Wilmington, Delaware, in the 1966-1971 period was chosen and interviewed. Small control groups of blacks and whites were used also. Two multiple regression models of success are developed; one uses highest wage and the other uses the wage adjusted for job stability and type of job as dependent variables. The significant major determinants of success are years of school, number of children, and race. Attitude toward work, extent of career planning, and years lived in Puerto Rico also can influence success. Puerto Rican young men do worse than blacks and much worse than whites in the labor market. Other forms of human capital investment, including job training, do not seem to matter. Unemployment is high but is voluntary. The young man sees racial discrimination hindering his labor market progress. To raise the success level, public policy should focus on making schools and job training more effective, provide better counseling and market information, and expand the availability of "good jobs." Present macro-economic job programs are of little value. (Author)

ED 159 440 CE 017 903

Taylor, John H.

You Can Get There from Here/The Job Hunters' Guidebook.

North Country Union High School, Newport, Vt.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Vermont State Dept. of Education, Montpelier.

Pub Date—[77]

Note—56p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Career Choice, Career Education, *Career Planning, Decision Making Skills, Employment Interviews, Employment Opportunities, *Job Applicants, Job Application, *Job Search Methods, *Learning Activities, Life Style, Occupational Choice, Program Guides, Success Factors, Vocational Aptitude, Vocational Interests, Vocational Maturity, Work Attitudes, Workshops

Designed to aid the job hunter in making career decisions, this workshop guide is divided into two parts. In part 1, "You Can Get There from Here," five of the fourteen section titles are "You Live Where You Work," "You Are What You Do," "You Are a Success," "What Do You Look for in a Job," and "Chart Your Career." The following are content examples from part 1: (1) in "You Live Where You Work" the workshop participant is urged to choose his work location aided by an exercise and a lifestyle rating chart which are included; and (2) in "You Are a Success," the participant is asked to write down ten successes and to pick out skills involved in those successes. In part 2, "The Job Hunter's Guidebook," five of the ten section titles are "Where Do I Go," "The Employment Application," "The Resume," "The Interview," and "The Organized Job Hunt." Content examples from part 2 are (1) "The Resume," which provides resume rules, suggestions, and samples and also covers letter rules; and (2) "Your Job Hunt Schedule," which contains a job hunt form, job target form, and an interview worksheet. Job information sources, references, and other resources are provided. (CSS)

ED 159 441 CE 017 907

Broaten, Larry Miller, Annette

List of State-Administered Exemplary Projects in Vocational Education, Fiscal Year 1977 (October 1, 1976-September 30, 1977).

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date—Aug 78

Note—63p.; For related documents see ED 110 634 and ED 156 831

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Demonstration Projects, Educational Accountability, Educational Finance, *Federal Aid, Financial Support, *State Programs, State Surveys, *Vocational Education

Identifiers—*Vocational Education Amendments 1968 Part D

This publication lists the exemplary vocational education projects supported in each state during fiscal year 1977 by grants and contracts funded under Section 142(d) of Part D of the Vocational Education Amendments of 1968. The arrangement is alphabetical by state, giving the project titles, the names of grantees or contractors conducting the project, and the amount of funding obligated for the state as a whole and each project separately. (Obligated funds include funds appropriated in the previous fiscal year which have been carried over.) No information is provided for the District of Columbia, Massachusetts, Rhode Island, Tennessee, and the Virgin Islands. (ELG)

ED 159 448 CE 017 927

California Guidelines for Modifying and Terminating Occupational Programs. Evaluation Handbook.

California Community Colleges, Sacramento. Office of the Chancellor.California State Dept. of Education, Sacramento.Los Angeles Community Coll. District, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jul 78

Note—46p.; For a related document see CE 017 928

Available from—California Community Colleges, 1238 "S" Street, Sacramento, California 95814; State Department of Education, 721 Capitol Mall, Sacramento, California 95814

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Guides, Change Strategies, Evaluation Methods, Formative Evaluation, *Guidelines, Postsecondary Education, Program Administration, *Program Development, Program Effectiveness, *Program Evaluation, *Program Improvement, Program Planning, *Program Validation, Secondary Education, Summative Evaluation, *Vocational Education

Focusing primarily on program modification and termination, this document is one of two handbooks developed by a California consortium of vocational educators to provide guidelines for developing and evaluating occupational programs. (The accompanying handbook, CE 017 928, focuses on program initiation.) A flow chart illustrating the different stages of program modification and termination precedes an introduction explaining the development and use of this manual. Guidelines and procedures are then presented for the six major stages identified in the flow chart. These stages are as follow: operate program (initiate evaluation plan); analyze internal and external factors to determine whether or not the program is meeting original goals and/or objectives; identify options for modification and analyze consequences of each option; recommend program modifications; obtain approvals for changes; and initiate program changes. Appended are two presentations on occupational program evaluation which were given at the workshops in which this manual was developed. (BM)

ED 159 449 CE 017 928

California Guidelines for Establishing, Modifying and Terminating Occupational Programs. Handbook.

California Community Colleges, Sacramento. Office of the Chancellor.California State Dept. of Education, Sacramento.Los Angeles Community Coll. District, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jul 77

Note—119p.; For a related document see CE 017 927

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Administrator Guides, Community Attitudes, Curriculum Planning, Employment Projections, Financial Needs, *Guidelines, Manpower Needs, *Needs Assessment, Personnel Needs, Postsecondary Education, Program Administration, *Program Development, Program Evaluation, Program Improvement, *Program Planning, Secondary Education, Student Needs, Surveys, *Vocational Education

Focusing primarily on the initiation phase of program development, this document is one of two handbooks developed by a California consortium of vocational educators to provide guidelines for developing and evaluating occupational programs. (The accompanying handbook, CE 017 927, focuses on program modification and termination.) A flow chart illustrating the different stages of program initiation, modification, and termination precedes an introduction explaining the development and use of this manual. The remainder of the document describes the procedures to be followed for each of the thirty-nine activities identified by the consortium. Some of the activities included are as follow: assess program possibilities; determine broad program goals and objectives; identify job titles and job opportunities; ascertain state, community, district and institutional reaction; obtain job information data; conduct employer surveys and project employment demands; obtain local labor supply data; determine curriculum needs and available resources; and identify and refine evaluation methods. (BM)

ED 159 450 CE 017 937

Wolfe, M. L.

The Vocational Education Act of 1963, as Amended: A Background Paper.

Library of Congress, Washington, D.C. Congressional Research Service.

Report No.—CRS-78-166-EPW; LC-1043-U.S.

Pub Date—1 Aug 78

Note—25p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Educational History, *Educational Legislation, Enrollment, *Expenditures, *Federal Aid, *Federal Legislation, Federal Programs, Federal State Relationship, Postsecondary Education, Secondary Education, *Statistical Data, *Vocational Education

Identifiers—Education Amendments 1976, Vocational Education Act 1963

The federal role in vocational education from the Smith Hughes Act of 1917 (Public Law 68-35) through the Vocational Education Act of 1963 (Public Law 88-210), as amended in 1976, is discussed. Following a historical overview of related legislation, the vocational education activities authorized under the current act at the federal, state, and local levels are presented. Detailed are the four federal grants to the states administered by the Commissioner of Education. Six tables are then included to illustrate vocational education expenditures and enrollment data: tables I through III illustrate the level of appropriations for vocational education programs at the federal, state, and local educational levels; tables IV through VI illustrate enrollments in vocational education programs by educational level. Concluding the paper is a brief description of three evaluations and studies mandated by the Vocational Education Act and the Education Amendments of 1976. (JH)

ED 159 451 CE 017 940

Formby, Ronnie J.

Articulation in Business Education for Secondary and Postsecondary Levels. Typewriting Articulation Guide.

Arkansas Univ., Fayetteville.

Spons Agency—Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.

Pub Date—77

Note—110p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 941-943

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Articulation (Program), *Business Education, *Business Skills, *Course Descriptions, *Educational Objectives, Letters (Correspondence), Postsecondary Education, Records (Forms), Secondary Education, Student Records, Teaching Guides, *Typewriting

Focusing on courses in typewriting, this guide is one of a set of four articulation guides designed for articulating between secondary and postsecondary business education courses. (The other three guides focus on courses in accounting, shorthand, and office procedures.) Each guide presents a general course description, outlines of the major units and individual learning modules, and student profile sheets for record keeping. The unit outlines contain the unit objectives and the titles and codes of each learning module included. The outline of each learning module contains the module objective and the competencies to be obtained. In this guide, the following units of study are covered: improving basic typewriting skills; personal/business applications; office production skills; letter production; table/-business form/report production; and special applications. In addition, this guide presents uniform standards for scoring five-minute timed writings and for scoring production timings. (BM)

ED 159 452 CE 017 941

Formby, Ronnie J.

Articulation in Business Education for Secondary and Postsecondary Levels. Accounting Articulation Guide.

Arkansas Univ., Fayetteville.

Spons Agency—Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.

Pub Date—77

Note—210p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 940-943

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Accounting, *Articulation (Program), Banking, Bookkeeping, *Business Education, *Business Skills, *Course Descriptions, Data Processing, *Educational Objectives, Financial Services, Postsecondary Education, Secondary Education, Student Records, Teaching Guides

Focusing on courses in accounting, this guide is one of a set of four articulation guides designed for articulating between secondary and postsecondary business education courses. (The other three guides focus on courses in typewriting, shorthand, and office procedures.) Each guide presents a general course description, outlines of the major units and individual learning modules, and student profile sheets for record keeping. The unit outlines contain the unit objectives and the titles and codes of each learning module included. The outline of each learning module contains the module objective and the competencies to be obtained. In this guide, the following units of study are covered: the complete accounting cycle; banking; combination journal; payroll systems; special journals; cash register; sales tax; uncollectible assets; plant assets and depreciation; notes and interest; accruals; forms of ownership; and data processing. (BM)

ED 159 453 CE 017 942

Formby, Ronnie J.

Articulation in Business Education for Secondary and Postsecondary Levels. Shorthand Articulation Guide.

Arkansas Univ., Fayetteville.

Spons Agency—Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.

Pub Date—77

Note—46p.; For related documents see CE 017 940-943

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Articulation (Program), *Business Education, *Business Skills, *Course Descriptions, *Educational Objectives, Postsecondary Education, Secondary Education, Stenography, Student Records, Teaching Guides

Identifiers—*Shorthand

Focusing on courses in shorthand, this guide is one of a set of four articulation guides designed for articulating between secondary and postsecondary business education courses. (The other three guides focus on courses in typewriting, accounting, and office procedures.) Each guide presents a general course description, outlines of the major units and individual learning modules, and student profile sheets for record keeping. The unit outlines contain the unit objectives and the titles and codes of each learning module included. The outline of each learning module contains the module objective and the competencies to be obtained. In this guide, the following units of study are covered: principles of shorthand; dictation; and transcription. (BM)

ED 159 454 CE 017 943

Formby, Ronnie J.

Articulation in Business Education for Secondary and Postsecondary Levels. Office Procedures Articulation Guide.

Arkansas Univ., Fayetteville.

Spons Agency—Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.

Pub Date—77

Note—116p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 940-942

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Articulation (Program), Bookkeeping, Business Correspondence, *Business Education, *Business Skills, *Course Descriptions, *Educational Objectives, Financial Services, Office Machines, Office Management, *Office Practice, Payroll Records, Postsecondary Education, Secondary Education, Student Records, Teaching Guides, Telecommunication, Travel

Focusing on courses in office procedures, this guide is one of a set of four articulation guides designed for articulating between secondary and postsecondary business education courses. (The other three guides focus on courses in typewriting, accounting, and shorthand.) Each guide presents a general course description, outlines of the major units and individual learning modules, and student profile sheets for record keeping. The unit outlines contain the unit objectives and the titles and codes of each learning module included. The outline of each learning module contains the module objective and the competencies to be obtained. In this guide, the following units of study are covered: records management and control; office machines; telecommunications; job preparation and application; business correspondence; mail handling and shipping; payroll and financial services; and travel and transportation. (BM)

ED 159 456 CE 017 992

Gottfredson, Linda S.

Race and Sex Differences in Occupational Aspirations: Their Development and Consequences for Occupational Segregation.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—254

Pub Date—Jul 78

Contract—NIE-G-78-0210

Note—51p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Affirmative Action, *Blacks, Business, Elementary Secondary Education, *Females, Labor Market, National Surveys, *Occupational Aspiration, Occupational Choice, Postsecondary Education, Racial Balance, *Racial Differences, Self Evaluation, *Sex Differences, Sex Role, Socialization, Stereotypes, Values

Identifiers—Entrepreneurship, Occupational Segregation

A study was conducted to examine race and sex differences in occupational aspirations and the role of these differences in perpetuating under- or overrepresentation of women and blacks in different occupations. The underrepresentation of women, especially blacks, in all levels of entrepreneurial jobs was stressed since these jobs constitute a large proportion of all jobs and pay better for less education than other fields. Data from the National Assessment of Educational Progress regarding occupational aspirations, values, and self-reported competencies of thirteen-year-olds, seventeen-year-olds, and adults aged twenty-six to thirty-five were used to examine race and sex differences in orientation to particular types of occupations. Based on these results, speculations were presented about how people adjust their occupational goals in ways that help perpetuate occupational segregation. The following five principles were formulated: (1) society-wide stereotypes about good jobs are mirrored in the occupational aspirations of children; (2) stereotypes about occupations appropriate for men are different from those for women; (3) these stereotypes are largely the same for all racial and ethnic groups; (4) as children go through adolescence their aspirations become more realistic; (5) and the races and sexes adjust their aspirations towards different sets of occupations. The data implied that strategies to decrease occupational segregation by decreasing educational handicaps will not eradicate all important differences and recommended that more attention be devoted to understanding the socialization processes that lead the races and sexes to seek different jobs. (Author/BM)

ED 159 460 CE 018 021

Waite, Linda J.

Projecting Female Labor Force Participation from Sex-Role Attitudes.

Urban Inst., Washington, D.C.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Sep 78

Contract—DL-21-11-77-09

Note—34p.; Paper presented at the meetings of the American Sociological Association (San Francisco, September 1978); Not available in hard copy because of broken type

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Attitudes, Changing Attitudes, Developmental Stages, Employment Opportunities, *Employment Trends, *Females, Futures (of Society), *Labor Force, Longitudinal Studies, *Sex Role, Work Attitudes, Working Parents, Working Women

Identifiers—National Longitudinal Surveys

In this paper evidence on the causal connection between employment of women and sex-role attitudes is presented and evaluated. The effects of sex-role attitudes on labor force participation are reviewed, and changes in sex-role attitudes during the next fifteen years are projected. Information on the relationship between sex-role attitudes and labor market activity is used to make tentative projections of female labor force participation to 1990. The results of this analysis indicate that, if no further changes have taken place in individual attitudes toward sex roles since the early 1970's, succession of cohorts should result in an increase in female labor force participation of two to four percentage points by 1990. Also, if there is a continued trend toward acceptance by individuals of work roles for women during this period, then a rise in female labor force participation of nineteen to twenty-two points is implied by the results. The implications of these findings are discussed. (Author/CSS)

ED 159 469 CE 018 062

Gillet, Garth And Others

Pre-Vocational Performance Objectives. Industrial Arts.

Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Pub Date—Jun 78

Note—18p.; For related documents see CE 018 063-064; Not available in hard copy because of marginal legibility

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Behavioral Objectives, Building Trades, Career Education, Construction (Process), Energy, Graphic Arts, *Industrial Arts, Manufacturing, Performance Based Education, *Performance Criteria, Power Mechanics, *Prevocational Education, Trade and Industrial Education

One of three documents presenting performance objectives for prevocational courses, this document contains performance objectives for courses in industrial arts including general industrial arts, manufacturing and construction, graphic communications, and power and energy. (The other two documents present performance objectives for prevocational courses in business, CE 018 864, and home economics, CE 018 863.) Career education and safety components are integrated into each set of performance objectives. The career education aspects included are skills in mathematics, reading and language arts, self awareness, occupational skills, exploration, consumer education, and decision making. Each set of objectives is identified by a course designation, and four columns of information are used to present the content of each objective: conditions, performance, criteria, and instructional resources. One hundred and twenty-eight performance objectives for prevocational industrial arts courses are included in this document. (BM)

ED 159 470 CE 018 063

Dehlenty, Mary And Others

Pre-Vocational Performance Objectives. Home Economics.

Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Pub Date—Jun 78

Note—15p.; For related documents see CE 018 062-064; Not available in hard copy because of marginal legibility

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Behavioral Objectives, Career Education, Foods Instruction, *Home Economics, Home Management, Human Development, Human Relations, Nutrition, Performance Based Education, *Performance Criteria, *Prevocational Education, Secondary Education, Sewing Instruction, Textiles Instruction

One of three documents presenting performance objectives for prevocational courses, this document contains performance objectives for courses in home economics including food and nutrition, human growth and relationships, clothing and textiles, and housing and home management. (The other two documents present performance objectives for prevocational courses in business, CE 018 864, and industrial arts, CE 018 062.) Career education and safety components are integrated into each set of performance objectives. The career education aspects included are skills in mathematics, reading and language arts, self awareness, occupational skills, exploration, consumer education, and decision making. Each set of objectives is identified by a course designation, and four columns of information are used to present the content of each objective: conditions, performance, criteria, and instructional resources. Forty-seven performance objectives for prevocational home economics courses are included in this document. (BM)

ED 159 471 CE 018 064

Coleman, Kay And Others

Pre-Vocational Performance Objectives. Business Education.

Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Pub Date—Jun 78

Note—14p.; For related documents see CE 018 062-063

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavioral Objectives, *Business Education, Business Subjects, Career Education, Performance Based Education, *Performance Criteria, *Prevocational Education, Typewriting

One of three documents presenting performance objectives for prevocational courses, this document contains performance objectives for courses in business education including general business and beginning typing. (The other two documents present performance objectives for prevocational courses in home economics, CE 018 863, and industrial arts, CE 018 862.) Career education and safety components are integrated into each set of performance objectives. The career education aspects included are skills in mathematics, reading and language arts, self awareness, occupational skills, exploration, consumer education, and decision making. Each set of objectives is identified by a course designation, and four columns of information are used to present the content of each objective: conditions, performance, criteria, and instructional resources. Fifty-four performance objectives for prevocational business education courses are included in this document. (BM)

ED 159 480 CE 018 124

Carney, Richard

Your Electronic Hand Calculator. How to Get the Most Out of It.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Sep 78

Note—232p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($5.50 plus postage)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Calculation, Electronic Equipment, *Equipment Utilization, Manuals, *Mathematics Instruction, Postsecondary Education, Secondary Education

Identifiers—*Calculators

Designed for use by students at beginning high school through adult levels, this manual contains seventeen lessons on uses of the electronic hand calculator. Within each of the eight sections lessons presented include objectives, procedural information, examples, and problems to be solved. Following an introductory lesson to the calculator, section 2 provides lessons on three fundamental operations: addition and subtraction, multiplication and division, and powers and roots. Section 3 lessons are on

decimals and percents: rounding off numbers, fractions to decimals, and percentage. Two lessons on special features are given in section 4: multiplication and division by a constant, and memory. Section 5 covers order of operations: basic operations and parentheses. In section 6, special keys are presented: key, negative numbers and sign-change key, reciprocal key, and exchange keys. Section 7 has two lessons on the presentation of numbers: significant figures and scientific notation. Review problems are provided in section 8. Selected answers to problems presented in the various sections are appended, and an index is provided. (JH)

ED 159 481 CE 018 125

Popper, Walter McClain, Thomas W.

Career Education Infusion: Strategies for the Classroom.

Massachusetts Univ., Amherst. Inst. for Governmental Services.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date—Feb 78

Note—84p.; Photographs in this document will not reproduce well

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Annotated Bibliographies, Art Education, *Career Awareness, *Career Education, *Career Exploration, Educational Objectives, Elementary Secondary Education, English Curriculum, *Fused Curriculum, Language Instruction, *Learning Activities, Mathematics Curriculum, Music Education, Science Curriculum, *Teaching Methods

Divided into three chapters, this manual suggests career-related activities designed to be infused in the standard school curriculum, K-12. Chapter 1 provides an overview of career education, including a rationale and outline of the eight basic elements accepted by the federal Office of Education. Chapter 2 explains what is meant by career infusion and suggests various processes and methods career educators utilize at three levels of schooling (primary grades–career awareness; intermediate grades–career exploration; and secondary grades–career preparation). Finally, chapter 3 presents examples of strategies for classroom infusion in the following subject areas: English, social studies, mathematics, science, music, art, and foreign language. For each subject there is a one-page rationale followed by a series of suggested activities, organized according to the eight elements of career education. A master chart is included highlighting certain elements which are particularly suitable to certain subjects. A chart showing the relationship of school subjects to the United States Office of Education career clusters and a draft of the Massachusetts Career Education Objectives are appended. An annotated bibliography is also included, and the entries are organized under the eight career education elements; there is also a section on materials of general interest to career educators. (BM)

ED 160 726 CE 013 448

Oppenheimer, Zelda V.

Careers for Bilinguals. Volume One. Teacher's Manual.

Relatina Publications, Chicago, Ill.

Pub Date—75

Note—143p.; For a related document see CE 013 449

Available from—Relatina Publications, P.O. Box A3841, Chicago, Illinois 60690 (Student Workbook, $4.00; Teacher's Manual, $4.00; Audio Cassette, $7.00; Booklet of Illustrations, $1.00; Teacher Evaluation Booklet, $1.00; Student Evaluation Booklet, $0.90; shipping charges, $2.-50; complete set, including shipping, $20.00)

Document Not Available from EDRS.

Descriptors—Adult Basic Education, Adult Education, Answer Keys, Bilingual Education, *Bilingual Students, *Career Awareness, Cross Cultural Training, Dropout Prevention, *English (Second Language), Illustrations, Instructional Materials, Junior High Schools, *Non English Speaking, Secondary Education, Second Language Learning, Spanish Speaking, *Student Evaluation, Teaching Guides, *Teaching Methods

Identifiers—Birmingham (England) Secondary Schools

This teacher's manual accompanies a student workbook (CE 013 449) for minority groups who have been exposed to non-standard English or foreign language environments and/or who are in need of perfecting their English language skills. Focusing on the Hispanic culture, the student workbook is intended to serve as a guide to career awareness for bilingual and monolingual junior and senior high school students, adults in continuing education, students in alternative schools, and students in correctional institutions. This teacher's manual includes the following materials: suggestions which may be used by professionals and para-professionals; an extensive bibliography; a question and answer forum; and an appendix containing three related professional papers which cover the career scheme of Birmingham's secondary schools (England), suggestions for decreasing the number of dropouts, and coping skills in adult basic education. Also attached to this document are two booklets: (1) an evaluation guide which includes suggestions for appraisal, placement, and diagnostic testing; methodology for multi-cultural expansion; and answers to four of the six tests included in the student's evaluation booklet which is attached to the student workbook; and (2) a set of illustrations which accompany the student workbook activities. An audio cassette which records the workbook dialogs and selected exercises is also available (see availability note). (Author/BM)

ED 160 727 CE 013 449

Oppenheimer, Zelda V.

Careers for Bilinguals. Volume One. [Student Workbook].

Relatina Publications, Chicago, Ill.

Pub Date—75

Note—200p.; For a related document see CE 013 448

Available from—Relatina Publications, P.O. Box A3841, Chicago, Illinois 60690 (Student Workbook, $4.00; Teacher's Manual, $4.00; Audio Cassette, $7.00; Booklet of Illustrations, $1.00; Teacher Evaluation Booklet, $1.00; Student Evaluation Booklet, $0.90; shipping charges, $2.-50; complete set, including shipping, $20.00)

Document Not Available from EDRS.

Descriptors—Adult Education, Bilingual Education, *Bilingual Students, *Career Awareness, Community Involvement, Cross Cultural Training, Dialogue, *English (Second Language), *Equivalency Tests, Junior High Schools, *Learning Activities, *Non English Speaking, Occupational Aspiration, Occupational Information, Secondary Education, Second Language Learning, Spanish Speaking, Student Evaluation, Workbooks

Focusing on the Hispanic culture, this student workbook is intended to fill the needs of minority groups who have been exposed to non-standard English or foreign language environments and/or who are in need of perfecting their English language skills. It can be used with bilingual or monolingual junior and senior high school students, adults in continuing education, students in alternative schools, and students in correctional institutions. Presented in seven units, the concepts and exercises in this workbook serve as a guide to career awareness, while raising levels of aspiration, and emphasize cognitive and affective learning. The program also offers a guidance process designed to encourage community involvement. All seven units are developed around dialogs, the last two of which are units for the more advanced students. Some of the careers included relate to health services, law enforcement, communications, mass transportation, real estate, law and consumer economics, import-export business, franchises, and foreign service. A number of the exercises show women in key positions. Included also is a student's evaluation booklet which contains six kinds of proficiency tests. A teacher's manual (CE 013 448) accompanies this workbook and contains teaching suggestions, related information, an evaluation guide, and a booklet of illustrations related to the student workbook units. An audio cassette which records the workbook dialogs and selected exercises is also available (see availability note). (Author/BM)

ED 160 728 CE 013 602

Guidelines for Local Advisory Councils on Vocational-Technical Education. (Revised).

Maryland State Advisory Council on Vocational-Technical Education, Baltimore.

Pub Date—May 77

Note—15p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advisory Committees, Educational Accountability, Educational Finance, Educational Legislation, Educational Responsibility, Federal Aid, *Federal Legislation, *Government School Relationship, *Guidelines, Local Government, Post Secondary Education, School Community Relationship, School Funds, State Legislation, *Vocational Education, Vocational Schools

Identifiers—*Local Advisory Councils, *Maryland, Public Law 94 482

To assist local boards of education, postsecondary educational institutions, and local advisory councils in Maryland in meeting the requirements for federal funding under Title II-Vocational Education of the Education Amendments of 1976 (P.L. 94-482), this handbook provides guidelines for the establishment and responsibilities of local advisory councils on vocational-technical education. Included are: (1) the 1978 cooperative agreement between the State Advisory Council on Vocational-Technical Education and the State Division of Vocational-Technical Education, regarding joint and special technical assistance to local advisory councils which was not explicitly delineated by the federal law; (2) a summary of the law's impact, outlining its requirements for establishment, operation, and responsibilities of the councils; (3) a description of the council's function and role, stressing its advisory capacity on funding, accountability reports, adequacy of programs, and local job needs and its liaison capacity for building support for vocational-technical programs on community, city, state, and national levels; (4) a chart which shows the general relationship between the public officials, agencies, and school personnel involved and the lines of communication for implementation of the law; (5) recommended by-laws to be adopted by the councils; (6) suggestions for council activities in the areas of student recruitment, selection, and placement, instructional programs, teacher assistance, student recognition, public relations, and reports; and (7) an excerpt from the Maryland law (Senate Bill 930) which provides for establishment of local advisory councils. (ELG)

ED 160 729 CE 013 705

Rebell, Michael A.

Legal and Legislative Implications of Competency-Based Education. Paper No. 5, Series of 6.

Syracuse Research Corp., Syracuse, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SURC-TR-75-583

Pub Date—30 Jun 75

Contract—400-75-0036

Note—12p.; For related documents see CE 013 706-707, ED 134 542, and ED 144 243

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accountability, Educational Research, *Educational Responsibility, *Employment Practices, Employment Qualifications, *Equal Opportunities (Jobs), *Legal Problems, Legal Responsibility, Legislation, *Performance Based Education, Relevance (Education), *Research Needs, Standards
Identifiers—Civil Rights Act 1964 Title VII

Legal implications of competency-based education (CBE) could be substantial, because the CBE approach would articulate specific standards applicable in employer and institutional actions which are now upheld by the courts for lack of accountability standards. Six problem areas relating to CBE's effect on employment and educational institutions are discussed, along with a list of further research needs in each area: discriminatory employment practices, irrational employment practices, process standards, institutional accountability, job security issues, and implementation problems. Even if not fully implemented, CBE could have a profound effect on current educational practices, on the broad domains of employment selection and retention, and on government regulation of licensing and credentialing practices. (MF)

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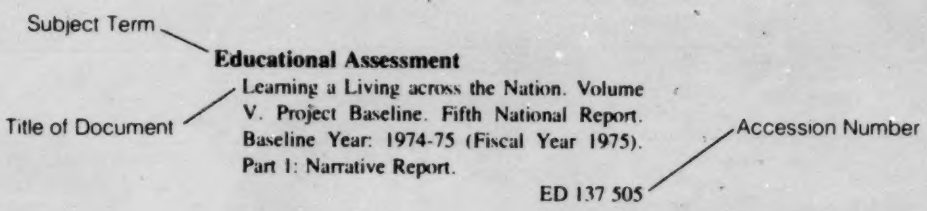
Subject Term
Educational Assessment
Learning a Living across the Nation. Volume V. Project Baseline. Fifth National Report. Baseline Year: 1974-75 (Fiscal Year 1975). Part 1: Narrative Report.
Title of Document
Accession Number
ED 137 505

Academic Achievement
Occupational Differentiation in the First Decade after High School. Report No. 259.
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Articulation in Business Education for Secondary and Postsecondary Levels. Accounting Articulation Guide.
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Development of the Career Education Product Installation Handbook. Final Report. Research and Development Series No. 113.
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Adult Basic Education. State Plan for Fiscal Year 1979.
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An Evaluation of Taiwan Vocational and Technical Education Programs in Agriculture.
ED 159 366

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Student Performance Objectives and Selected References for Teaching Agricultural Mechanics. Final Report. Vol. II of III Volumes.
ED 159 357

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Agricultural Careers. A Curriculum Guide.
ED 159 394

Agricultural Production
Student Performance Objectives and Selected References for Teaching Agricultural Production. Final Report. Vol. I of III Volumes.
ED 159 356

AIM ARM
Abstracts of Instructional and Research Materials in Vocational and Technical Education. Final Report.
ED 159 392

Air Force
Guide to the Evaluation of Educational Experiences in the Armed Services. The 1978 Guide. 1: Air Force.
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Army
Guide to the Evaluation of Educational Experiences in the Armed Services. The 1978 Guide. 2: Army.
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An Articulation Guide for Intermodal Transportation Career Education.
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Articulation in Business Education for Secondary and Postsecondary Levels. Office Procedures Articulation Guide.
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Articulation in Business Education for Secondary and Postsecondary Levels. Shorthand Articulation Guide.
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Articulation in Business Education for Secondary and Postsecondary Levels. Typewriting Articulation Guide.
ED 159 451

Attitudes
Projecting Female Labor Force Participation from Sex-Role Attitudes.
ED 159 460

Behavior Patterns
Survey of Human Operator Modeling Techniques for Measurement Applications. Final Report for Period April 1976-December 1977.
ED 159 397

Behavioral Objectives
Implementing Performance-Based Vocational Education Utilizing V-TECS Catalogs. Module 2. Understanding Performance Objectives, Criterion-Referenced Measures, and Performance Guides.
ED 159 384

Implementing Performance-Based Vocational Education Utilizing V-TECS Catalogs. Module 3. Selecting, Clustering and Sequencing Performance and Supplemental Objectives.
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Pre-Vocational Performance Objectives. Business Education.
ED 159 471

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ED 159 470

Pre-Vocational Performance Objectives. Industrial Arts.
ED 159 469

Student Performance Objectives and Selected References for Teaching Agricultural Mechanics. Final Report. Vol. II of III Volumes.
ED 159 357

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ED 159 310

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Careers for Bilinguals. Volume One. [Student Workbook].
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Fire Service Training. Protective Breathing Equipment. (Revised).
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Building Design
Fire Service Training. Forcible Entry. (Revised).
ED 159 340

Burns (Injuries)
Fire Service Training. Immediate Care of the Burn Patient.
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Business
Business-Industry-Labor Inputs in Vocational Education Personnel Development. Final Report.
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Business Education
Articulation in Business Education for Secondary and Postsecondary Levels. Accounting Articulation Guide.
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Articulation in Business Education for Secondary and Postsecondary Levels. Office Procedures Articulation Guide.
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Business Vocabulary
An Analysis of the Phonic Abilities of High School Shorthand Teachers and Students and of the Phonetic Patterns of Correspondence of the Most-Used Business Words.
ED 159 316

Calculators
Your Electronic Hand Calculator. How to Get the Most Out of It.
ED 159 480

California Occupational Safety and Health Act
Industrial Education Safety Guide.
ED 159 398

Capitalism
Free Enterprise in the Office Occupations Education Curriculum.
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Career Awareness
Career Education Infusion: Strategies for the Classroom.
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The Homemaker's Job Hunting Guide; A Woman's Resource Guide.
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Career Education Implementation: A Handbook for Strategy Development. Research and Development Series No. 112.
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Career Education Incentive Act. 95th Congress, 1st Session. Report [to Accompany S.1328].
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Exploration of Careers in Transportation. Student Manual.
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An Implementation Guide for Intermodal Transportation Career Education. Revised Edition.
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Intermodal Transportation Career Education. An Occupational Cluster Paradigm.
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Orientation to Careers in Transportation. Student Manual.
ED 159 307

Orientation to Careers in Transportation. Teachers Guide.
ED 159 306

Preparation for Careers in Transportation. Teachers Guide.
ED 159 310

Preparation of Careers in Transportation. Student Manual.
ED 159 311

State Plan: Career Education in Kansas. Kansans Developing Today for Tomorrow through Career Education.
ED 159 411

Career Education Incentive Act
Career Education Incentive Act. 95th Congress, 1st Session. Report [to Accompany S.1328].
ED 159 331

Career Exploration
Career Education Infusion: Strategies for the Classroom.
ED 159 481

Exploration of Careers in Transportation. Student Manual.
ED 159 309

Exploration of Careers in Transportation. Teacher's Guide.
ED 159 308

Vocational Exploration: A Developmental Approach for Junior High School. Final Report.
ED 159 352

Career Planning
[IOWAscript Project.] Final Report.
ED 159 320

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ED 159 306

Significant Other Influence and Career Decisions: Volume I. Black and White Male Urban Youth. Research and Development Series No. 107.
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Significant Other Influence and Career Decisions: Volume II. Black and White Female Urban Youth. Research and Development Series No. 138.
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Child Care Occupations
Child Care Aide.
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Home Economics Education Guide for Occupational Child Care.
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Child Development
Home Economics Education Guide for Occupational Child Care.
ED 159 372

Class Management
Implementing Performance-Based Vocational Education Utilizing V-TECS Catalogs. Module 8. Managing Self-Paced Instruction.
ED 159 390

Classification
Tomorrow's Manpower Needs. Supplement 3 (Revised): Matching Occupational Classifications to Vocational Education Program Codes.
ED 159 404

Cleaning
Oregon Custodial Training Program. Housekeeping Methods and Materials. (Revised 1978).
ED 159 405

Clerical Occupations
Receiving Clerk Course.
ED 159 423

Clothing Instruction
Clothing Services and Machine Repair Helper.
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College Credits
Guide to the Evaluation of Educational Experiences in the Armed Services. The 1978 Guide. 1: Air Force.
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Guide to the Evaluation of Educational Experiences in the Armed Services. The 1978 Guide. 2: Army.
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Guide to the Evaluation of Educational Experiences in the Armed Services. The 1978 Guide. 3: Coast Guard, Marine Corps, Navy.
ED 159 433

College Faculty
Vocational and Technical Education. Annual Report, 1976-77.
ED 159 371

Comprehensive Employment and Training Act
Employment and Training Report of the President. Transmitted to the Congress, 1978.
ED 159 396
Intake and Assessment: CETA Program Models.
ED 159 407

Compressed Gas
Fire Service Training. LP and Compressed Gas Emergencies.
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Consumer Education
Consumer Education Outreach Project: A Community Approach Utilizing an Off-Campus Laboratory.
ED 159 365
Guidelines for Consumer Education in Kentucky Schools, Grades K-12. (Revised).
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Vocational Home Economics Education: Family Living.
ED 159 367

Cooking Instruction
Everyday Metrics for Home Economics. A Resource Guide for Home Economics Teachers.
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Correctional Education
Child Care Aide.
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Clothing Services and Machine Repair Helper.
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Developing Program Models and Prototype Training Materials to Meet Occupational Training Needs of Adult Women Offenders from a Correctional Institution. Final Report.
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Floriculture Aide.
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Orientation to Health Aide Careers Mini-Course & Home Health Aide Course.
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Course Content
Free Enterprise in the Office Occupations Education Curriculum.
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Articulation in Business Education for Secondary and Postsecondary Levels. Accounting Articulation Guide.
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Articulation in Business Education for Secondary and Postsecondary Levels. Office Procedures Articulation Guide.
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Fire Service Training. Introduction to Fire Fighting. (Revised).
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Helping the Staff Study and Improve Curricula.
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Student Performance Objectives and Selected References for Teaching Agricultural Mechanics. Final Report. Vol. II of III Volumes.
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Student Performance Objectives and Selected References for Teaching Agricultural Production. Final Report. Vol. I of III Volumes.
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Student Performance Objectives and Selected References for Teaching Ornamental Horticulture. Final Report. Vol. III of III Volumes.
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Curriculum Evaluation
Helping the Staff Study and Improve Curricula.
ED 159 376

Custodian Training
Oregon Custodial Training Program. Housekeeping Methods and Materials. (Revised 1978).
ED 159 405

Data Analysis
Occupational Supply and Demand Information: A Format with Implications for Planning Education for Work.
ED 159 425

Data Collection
Development of Sample Designs for the Followup of Vocational Education Students. Final Report.
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Effectiveness in Work Roles: Employee Responses to Work Environments. Volume II-Appendices.
ED 159 334

Decision Making Skills
Agricultural Careers. A Curriculum Guide.
ED 159 394

Delivery Systems
Implementing Performance-Based Vocational Education Utilizing V-TECS Catalogs. Module 4. Developing a Delivery System.
ED 159 386

Demonstration Programs
Improving Job Opportunities for Youth: A Review of Prime Sponsor Experience in Implementing the Youth Employment and Demonstration Projects Act.
ED 159 414

Demonstration Projects
List of State-Administered Exemplary Projects in Vocational Education, Fiscal Year 1977 (October 1, 1976-September 30, 1977).
ED 159 441

Developmental Programs
Vocational Exploration: A Developmental Approach for Junior High School. Final Report.
ED 159 352

Disadvantaged Groups
Intake and Assesament: CETA Program Models.
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Displaced Homemakers
The Homemaker's Job Hunting Guide; A Woman's Resource Guide.
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Economic Education
Free Enterprise in the Office Occupations Education Curriculum.
ED 159 374

Educable Mentally Handicapped
Mainstreaming Special Needs Students in Vocational Education.
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Education Amendments 1976 Title I
Solving the Guidance Legislative Puzzle.
ED 159 430

Educational Assessment
An Evaluation of Taiwan Vocational and Technical Education Programs in Agriculture.
ED 159 366

Educational Games
Agricultural Careers. A Curriculum Guide.
ED 159 394

Educational Legislation
Career Education Incentive Act. 95th Congress, 1st Session. Report [to Accompany S.1328].
ED 159 331
Solving the Guidance Legislative Puzzle.
ED 159 430
The Vocational Education Act of 1963, as Amended: A Background Paper.
ED 159 450

Educational Objectives
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Articulation in Business Education for Secondary and Postsecondary Levels. Accounting Articulation Guide.
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Articulation in Business Education for Secondary and Postsecondary Levels. Office Procedures Articulation Guide.
ED 159 454
Articulation in Business Education for Secondary and Postsecondary Levels. Shorthand Articulation Guide.
ED 159 453
Articulation in Business Education for Secondary and Postsecondary Levels. Typewriting Articulation Guide.
ED 159 451
Guidelines for Consumer Education in Kentucky Schools, Grades K-12. (Revised).
ED 159 417

Educational Planning
Significant Other Influence and Career Decisions: Volume I. Black and White Male Urban Youth. Research and Development Series No. 107.
ED 159 332
Significant Other Influence and Career Decisions: Volume II. Black and White Female Urban Youth. Research and Development Series No. 138.
ED 159 333

Educational Programs
An Evaluation of Taiwan Vocational and Technical Education Programs in Agriculture.
ED 159 366
Mainstreaming Special Needs Students in Vocational Education.
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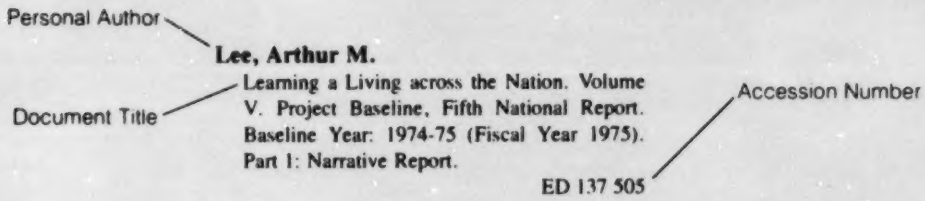
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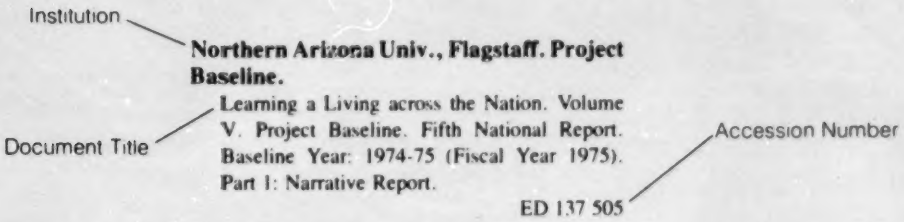
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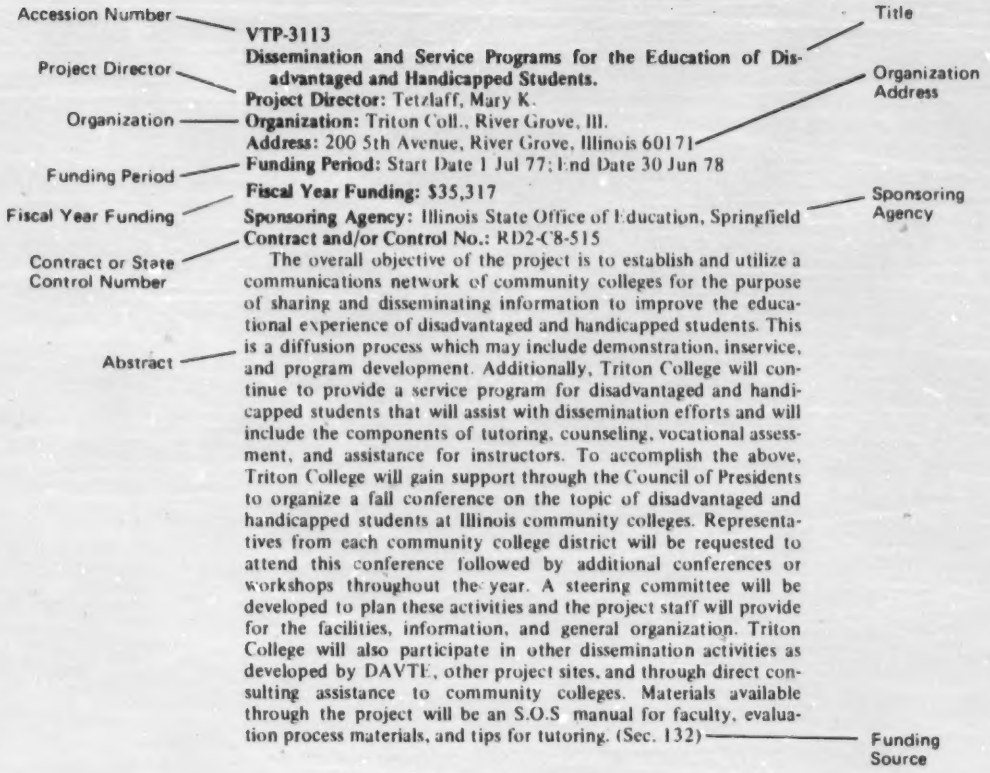
SAMPLE PROJECT RESUME


Accession Number
VTP-3113
Title
Dissemination and Service Programs for the Education of Disadvantaged and Handicapped Students.
Project Director
Project Director: Tetzlaff, Mary K.
Organization
Organization: Triton Coll., River Grove, Ill.
Organization Address
Address: 200 5th Avenue, River Grove, Illinois 60171
Funding Period
Funding Period: Start Date 1 Jul 77; End Date 30 Jun 78
Fiscal Year Funding
Fiscal Year Funding: $35,317
Sponsoring Agency
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract or State Control Number
Contract and/or Control No.: RD2-C8-515
Abstract
The overall objective of the project is to establish and utilize a communications network of community colleges for the purpose of sharing and disseminating information to improve the educational experience of disadvantaged and handicapped students. This is a diffusion process which may include demonstration, inservice, and program development. Additionally, Triton College will continue to provide a service program for disadvantaged and handicapped students that will assist with dissemination efforts and will include the components of tutoring, counseling, vocational assessment, and assistance for instructors. To accomplish the above, Triton College will gain support through the Council of Presidents to organize a fall conference on the topic of disadvantaged and handicapped students at Illinois community colleges. Representatives from each community college district will be requested to attend this conference followed by additional conferences or workshops throughout the year. A steering committee will be developed to plan these activities and the project staff will provide for the facilities, information, and general organization. Triton College will also participate in other dissemination activities as developed by DAVTE, other project sites, and through direct consulting assistance to community colleges. Materials available through the project will be an S.O.S manual for faculty, evaluation process materials, and tips for tutoring. (Sec. 132)
Funding Source

PROJECTS IN PROGRESS

State-Administered Projects

Resumes

The resumes in this section announce ongoing research, exemplary, and curriculum development projects funded under Sections 131, 132, and 133 of the Vocational Education Act of 1963 as revised by the Education Amendments of 1976 (PL 94–482).

The projects are arranged alphabetically, first by state and then by title within each state.

Complete names and addresses are provided for individuals or organizations conducting the project. Addresses of Research Coordinating Units (sponsoring agencies) for each state are listed in the organizational resources section.

VTP-3818

Planning a Vocational Program and Delivery System for Small Schools.
Project Director: Weinstein, Robert
Organization: Southeast Island School District, Ketchikan, Alaska
Address: Ketchikan, AK
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $12,000
Sponsoring Agency: Alaska State Dept. of Education, Juneau
Contract and/or Control No.: V94408 (4208-79)

A vocational program and delivery system for small high schools will be developed and implemented. The program and delivery system will then be evaluated in terms of the program goals and course objectives. The project will prepare and conduct community and secondary student surveys and development program and class goals and objectives. It is expected that elements of the program, especially the career and occupational awareness portions, will be adapted to programs for grades 1-8. The district will be able to use the rural school program and curriculum implementation process to develop a district-wide elementary curriculum. (Sec. 132)

VTP-3819

Student Exchange Program.
Project Director: Brown, Walter
Organization: Western Regional Resource Center, Anchorage, Alaska
Address: Anchorage, AK
Funding Period: Start Date 1 Sep 78; End Date 30 Jun 79
Fiscal Year Funding: $5,321
Sponsoring Agency: Alaska State Dept. of Education, Juneau
Contract and/or Control No.: V95616 (6616-79)

The project seeks to design a process model for districts which lack adequate facilities or teaching staff to furnish career awareness activities and intermediate skill training for their students. Each district will enter into a receiving-/sending relationship with another district which can provide these services. The Western Regional Resource Center will gather information from the schools in the western region for use in developing the process. The student exchange process developed in this project could be utilized by any school district in the state desiring to cooperate with another school district in career awareness development and intermediate skill training. (Sec. 132)

VTP-3820

Vocational Education Evaluation Model.
Project Director: Knapp, Jack
Organization: Southcentral Regional Resource Center, Anchorage, Alaska
Address: Anchorage, AK
Funding Period: Start Date 1 Aug 78; End Date 30 Jun 79
Fiscal Year Funding: $15,000
Sponsoring Agency: Alaska State Dept. of Education, Juneau
Contract and/or Control No.: V98211 (6611-79)

A validated set of criteria, tested instrumentation, and process will be derived from this project as will current and pertinent data, which will be available to local and state decision makers. Additionally, some local administrators will be oriented and trained to evaluate local vocational programs. The project aims to develop and field test evaluative criteria, instrumentation, and a process that can be used for evaluating vocational education programs in Alaska. To do so, the project will identify, produce, field test, and revise the criteria, instrumentation, and process and train local administrators in using them for local program evaluation. A task force will be formed for the project. (Sec. 133)

VTP-3821

Changing Perspective of Nontraditional Career Training in Vocational Education.
Project Director: Ross, Charles
Organization: Jonesboro Area Vocational Technical School, Ark.
Address: Jonesboro, AR 72401
Funding Period: Start Date 1 Mar 79; End Date 30 Jun 80
Fiscal Year Funding: $14,275
Sponsoring Agency: Arkansas State Dept. of Education, Little Rock
Contract and/or Control No.: R79-02B (3203)

An approach to the prevention of sex-role stereotyping in high school vocational education programs will result from this project. A twenty-hour inservice staff training program dealing with sex-role stereotyping and its effects on career choices will be scheduled for vocational teachers, counselors, and selected administrators; vocational students will participate in activities designed to increase student awareness concerning career opportunities for nontraditional employees; and a survey of the employment needs of the community will be conducted. A pamphlet listing vital employment information will then be compiled and distributed. It is expected that vocational staff members will use methods learned in the project to alter their career exploration programs. Nontraditional student participation will be encouraged, and students will learn about career opportunities in nontraditional fields. (Sec. 131)

VTP-3822

Coordinated Career Education Curriculum Project.
Project Director: Arn, Joseph
Organization: Central Arkansas Univ., Conway
Address: Conway, AR 72032
Funding Period: Start Date 1 Mar 79; End Date 31 Dec 80
Fiscal Year Funding: $32,074
Sponsoring Agency: Arkansas State Dept. of Education, Little Rock
Contract and/or Control No.: R79-03 (3217)

A coordinated career education guide for a performance based-curriculum will be developed to enable teachers to prepare handicapped and disadvantaged students for the world of work. Accountability will be included in the cooperative education process of educating target group students through work experience. Performance-based materials, teacher strategies and media will be developed for the curriculum. Cooperative planning will be implemented between the business community and education, field tests will be conducted, materials will be disseminated, and inservice training in using the materials will be provided. (Sec. 131)

VTP-3823

Developing and Providing Multipurpose Employability Services and Supportive Environments for Displaced Homemakers and Related Groups.
Project Director: Davis, Reba J.
Organization: Arkansas Univ., Fayetteville
Address: Fayetteville, AR 72701
Funding Period: Start Date 1 Jan 79; End Date 30 Jun 80
Fiscal Year Funding: $26,757
Sponsoring Agency: Arkansas State Dept. of Education, Little Rock
Contract and/or Control No.: R79-04 (3074)

A transferable model for providing multipurpose services and supportive environment to meet the needs of displaced homemakers and related groups in Arkansas will be developed in this project. A state-wide needs assessment will be conducted; strategies will be designed and linkage sites established for providing special services needed for the target groups. Courses in pre-employability and personal resource management will be developed and refined. Inservice education activities for home economics teachers will be planned to increase recruiting, counseling, and other skills for servicing the special needs of the target groups, which are expected to be in home economics related occupations, and for developing and implementing special adult courses. (Sec. 131)

VTP-3824

Model Comprehensive School/Community Career Service System.
Project Director: Spencer, Mary Louise
Organization: Rich Mountain Vocational Technical School, Mena, Ark.
Address: Mena, AR 71953
Funding Period: Start Date 1 Jan 79; End Date 30 Jun 81
Fiscal Year Funding: $37,006
Sponsoring Agency: Arkansas State Dept. of Education, Little Rock
Contract and/or Control No.: E79-02 (2915)

Postsecondary students enrolled in the state area vocational technical schools will be involved in a career awareness laboratory to develop self-knowledge and positive self-concepts and will participate in an employability skills training program to develop skills in completing job applications and resumes and in finding and holding a job. To give students experiences related to specific job interests, job shadowing will be provided. Resource people from community agencies, business, and industry will work with students in the classroom to develop students' understanding of career responsibilities and expectations. School and community efforts will be organized into a positive working relationship to assist students in career planning. Increased community involvement in vocational and technical training, job placement, and increased student satisfaction reflected in a reduced dropout rate are expected to result. (Sec. 132)

VTP-3825

Model Sex Equity Program.
Project Director: Gaines, Richard
Organization: Black River Vocational Technical School, Pocahontas, Ark.
Address: Pocahontas, AR 72455
Funding Period: Start Date 1 Mar 79; End Date 31 Dec 81
Fiscal Year Funding: $71,751
Sponsoring Agency: Arkansas State Dept. of Education, Little Rock
Contract and/or Control No.: E79-01 (3272)

A program will be established to stimulate interest in and support for eliminating sex-role stereotyping in vocational and technical training. The program will encompass the attitudes of students and prospective employers in both business and industry regarding nontraditional roles, and will include placement of students in nontraditional careers. Teacher inservice training will be provided with emphasis on sex-fair evaluation, counseling, and individual student assignments. The project will be expanded from Black River Vocational Technical School to two other schools; materials to be developed will be applicable state-wide. It is expected that students will be guided to an awareness of their potential in nontraditional careers, thereby having their career opportunities increased. (Sec. 132)

VTP-3826

Nontraditional Career Opportunities.
Project Director: Dillinger, Rellia
Organization: El Dorado Public Schools, Ark.
Address: El Dorado, AR 71730
Funding Period: Start Date 1 Jan 79; End Date 30 Jun 79
Fiscal Year Funding: $19,673
Sponsoring Agency: Arkansas State Dept. of Education, Little Rock
Contract and/or Control No.: R79-02 (2976)

To effect an expansion and articulation of nontraditional careers in different areas of the community, nontraditional career training and opportunities available in the business and industrial community will be identified, and data, materials, and strategies for promoting these nontraditional careers will be developed. The El Dorado Schools will work with the business community. Three major industrial business communities will be evaluated, assessed, and analyzed and information will be finalized for diffusion of existing factors regarding nontraditional training and employment. The business and industry community will be made aware of sex-role stereotyping and nontraditional career factors present in their area; transportable group presentation materials on nontraditional careers will be developed; and a listing of available presentations from the business and industry community will be published for use by local teachers, civic groups, and government agencies. A closer linkage between educational institutions and the community is expected to result from the project. (Sec. 131)

VTP-3827

Merging Occupations in Agriculture: Impact upon Curriculum and People.
Project Director: Thompson, O. E.
Organization: California Univ., Davis
Address: Davis, CA 95616
Funding Period: Start Date 1 Apr 78; End Date 30 Jun 79
Fiscal Year Funding: $19,270
Sponsoring Agency: California State Dept. of Education, Sacramento

Components of this project will include (1) providing curriculum guidelines for agricultural educators based on a study of the attitudes of farm operators and agribusiness managers regarding the employment of females and the disadvantaged, (2) identifying barriers that hinder females and the disadvantaged from entering employment at other than low-skilled levels and reviewing instructional materials to identify sex bias and stereotyping, and (3) testing models for increasing the employment of females and the disadvantaged in the upper levels of agriculture. Agricultural teachers and administrators at the secondary and community college levels will be involved in all phases of the project, and other state and federal agencies dealing with employment and training of agricultural workers will be involved to ensure that the findings and recommendations will be incorporated into the educational system. (Sec. 131)

VTP-3828

Assessing the Impact of Vocational Education Programs on Disadvantaged and Handicapped Students.
Project Director: Acord, James F.
Organization: Colorado State Univ., Ft. Collins
Funding Period: Start Date 1 Feb 79; End Date 1 Feb 80
Fiscal Year Funding: $49,967
Sponsoring Agency: Colorado State Dept. of Education, Denver
Contract and/or Control No.: R 79-1

Results from this study will reveal the impact of vocational education programs on disadvantaged and handicapped individuals and the effect that mainstreaming this population has had on vocational education. To accomplish the research, a thorough review of the literature and of Management Information System, Colorado Department of Education, and Division of Employment data will be conducted to identify the disadvantaged and handicapped population and to determine their needs, the types and levels of the programs, and institutions in which they are enrolled. A needs assessment instrument will be developed nd administered to a stratified random sample of vocational teachers and administrators to determine the adequacy of vocational programs, the impact of mainstreaming, the needs of teachers and administrators, and the career development and guidance needs of disadvantaged and handicapped individuals. Recommendations will be written for future action. (Sec. 131)

VTP-3829

Development and Testing of a Model for Needs Assessment and Delivery of Inservice Education to Colorado Vocational Personnel.
Project Director: Barnes, RobertRask, Glen
Organization: Northern Colorado Univ., Greeley
Organization: Colorado State Univ., Ft. Collins
Address: Ft. Collins, CO 80523;
Address: Gunter Hall, Greeley, CO 80639
Funding Period: Start Date 1 Dec 78; End Date 31 May 80
Fiscal Year Funding: $27,451
Sponsoring Agency: Colorado State Dept. of Education, Denver
Contract and/or Control No.: R 79-4

This project will provide the immediate basis for planning inservice programs based upon the expressed needs of vocational educators in Colorado. Project staff will develop and test alternative models for assessment, planning, and delivery of inservice training to instructors and administrators of vocational education. After three alternative strategies determining the inservice needs of vocational instructors have been tested, a model for inservice assessment and planning will be developed using information gathered through a literature review and data gathered from the assessment strategies. The project will then field test, modify, and begin implementation of the model. (Sec. 131)

VTP-3830

Developing Criterion-Referenced Measures through Vocational Staff Involvement.
Project Director: Hughes, Merrill I.
Organization: Delaware County Area Vocational Technical School, Media, Pa.
Address: Sixth and Olive Streets, Media, PA 19063
Funding Period: Start Date 15 Jan 79; End Date 30 Jun 79
Fiscal Year Funding: $1,280
Sponsoring Agency: Delaware State Dept. of Public Instruction, Dover
Contract and/or Control No.: 93-9021

Selected teachers from the Delaware County AVTS will be guided in developing a model criterion-referenced test that can be used to produce approximately one-fourth of the companion tests required for existing individual unit objectives. Teachers will participate in four sessions of three hours each during the regular school day. In the first session, they will create the model; they will use the subsequent sessions to review at least three tests created by each teacher. At least ten tests for each of the fifty-five competency-based instructional areas will be produced. (Sec. 133)

VTP-3831

Visual Aids Curriculum Materials for Construction Cluster, Electro-Mechanical Cluster, Transportation Cluster, and Metals.
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $3,600
Sponsoring Agency: Delaware State Dept. of Public Instruction, Dover
Contract and/or Control No.: E-79-1

Audiovisual materials to complement the instructional programs in the construction, electro-mechanical, transportation, and metals cluster will be provided to upgrade instruction. Students and teachers will then be free to place added emphasis on individualized instruction. (Sec. 132)

VTP-3832

Catalog of Innovations.
Project Director: Hinley, W. Hugh
Organization: Florida State Univ., Tallahassee
Address: Tallahassee, FL 32306
Funding Period: Start Date 30 Oct 78; End Date 30 Jun 79
Fiscal Year Funding: $5,000
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract and/or Control No.: 9-2C21

The most significant new research projects in Florida will be identified by the Bureau of Research, Dissemination and Evaluation through occupational program directors and through the use of program review procedures. The identified projects will be visited by a staff member who will verify that the project is both exemplary and innovative and write an abstract, in a standard format, of the project. These abstracts will appear in a catalog which will be published to provide vocational education personnel with pertinent information regarding exemplary programs and to familiarize personnel with research projects which are influencing change in vocational education practices in Florida. (Sec. 132)

VTP-3833

Curriculum Development.
Project Director: Keller, Joseph
Organization: Brevard Community College, Cocoa, Fla.
Address: Cocoa, FL
Funding Period: Start Date 1 Nov 78; End Date 30 Jun 79
Fiscal Year Funding: $33,161
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract and/or Control No.: 9-2E21

Performance levels for five selected occupational areas will be developed through industry involvement to improve on-the-job performance by program completers. Systems will be developed for acquiring feedback from employers and program graduates regarding job performance, identifying job-related skills, developing occupational output criteria, and assessing student attainment in the five areas. Project staff will conduct a five-day training program for staff and employer representatives to delineate procedures for establishing minimum competencies and to identify entry-level reading, writing, and computational skills in the five areas to be used for curricular modification and follow-up studies. (Sec. 133)

VTP-3834

Curriculum Development.
Project Director: Mattson, Edward
Organization: Hillsborough Community College, Tampa, Fla.
Address: Tampa, FL
Funding Period: Start Date 1 Nov 78; End Date 30 Jun 79
Fiscal Year Funding: $17,779
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract and/or Control No.: 9-2E21

Performance levels for the occupational area of wholesale distribution will be developed through industry involvement to improve on-the-job performance by program completers. Systems will be developed for acquiring feedback from employers and program graduates regarding job performance, identifying job-related skills, developing occupational output criteria, and assessing student attainment in the occupational area. Project staff will conduct a five-day training program for staff and employer representatives to delineate procedures for establishing minimum competencies and to identify entry-level reading, writing, and computational skills in the occupational area to be used for curricular modification and follow-up studies. (Sec. 133)

VTP-3835

Curriculum Development.
Project Director: Mehallis, George
Organization: Miami-Dade Community College, Fla.
Address: Miami, FL
Funding Period: Start Date 1 Nov 78; End Date 30 June 79
Fiscal Year Funding: $16,651
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract and/or Control No.: 9-2E21

Performance levels for three selected occupational areas will be developed through industry involvement to improve on-the-job performance by program completers. Systems will be developed for acquiring feedback from employers and program graduates regarding job performance, identifying job-related skills, developing occupational output criteria, and assessing student attainment in the three areas. Project staff will conduct a five-day training program for staff and employer representatives to delineate procedures for establishing minimum competencies and to identify entry-level reading, writing, and computational skills in the three areas to be used for curricular modification and follow-up studies. (Sec. 133)

VTP-3836

Curriculum Development.
Project Director: Walker, Noojin
Organization: Pensacola Junior College, Fla.
Address: Pensacola, FL
Funding Period: Start Date 1 Nov 78; End Date 30 June 79
Fiscal Year Funding: $54,746
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract and/or Control No.: 9-2E21

Performance levels for thirteen selected occupational areas will be developed through industry involvement to improve on-the-job performance by program completers. Systems will be developed for acquiring feedback from employers and program graduates regarding job performance, identifying job-related skills, developing occupational output criteria, and assessing student attainment in the thirteen areas. Project staff will conduct a five-day training program for staff and employer representatives to delineate procedures for establishing minimum competencies and to identify entry-level reading, writing, and computational skills in the thirteen areas to be used for curricular modification and follow-up studies. (Sec. 133)

VTP-3837

Curriculum Development.
Project Director: Wetherall, T. K.
Organization: Daytona Beach Community College, Fla.
Address: Daytona Beach, FL
Funding Period: Start Date 1 Nov 78; End Date 30 Jun 79
Fiscal Year Funding: $27,663
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract and/or Control No.: 9-1E11

Performance levels for four selected occupational areas will be developed through industry involvement to improve on-the-job performance by program completers. Systems will be developed for acquiring feedback from employers and program graduates regarding job performance, identifying job-related skills, developing occupational output criteria, and assessing student attainment in the four areas. Project staff will conduct a five-day training program for staff and employer representatives to delineate procedures for establishing minimum competencies and to identify entry-level reading, writing, and computational skills in the four areas to be used for curricular modification and follow-up studies. (Sec. 133)

VTP-3838

Development of an Evaluation Model for Competency-Based Instruction.
Project Director: Hinley, W. Hugh
Organization: Florida State Univ., Tallahassee
Address: Tallahassee, FL 32306
Funding Period: Start Date 1 Jul 78; End Date 30 Sep 79
Fiscal Year Funding: $74,000
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract and/or Control No.: 9-1C12

A validated model for evaluating competency-based vocational programs and a variety of specific evaluation plans adapted to the needs of the FACIT pilot testing centers and teacher education programs will result from the research. The project will evaluate the effectiveness of FACIT as a teacher training system and the practicality of the FACIT concepts and skills as they are implemented in pilot testing centers. Recommendations for improvements in FACIT will be included. The research will address several concerns: important evaluation questions, information requirements, information sources, procedures for collecting and analyzing information sources, procedures for collecting and analyzing information, and procedures for making evaluation decisions related to competency-based programs. Concurrent with a literature review or evaluation of competency-based programs, users of FACIT will be surveyed to determine their views on the same issues. Project staff will then develop, revise, and finalize the evaluation model in generalized form with specific guidelines for local adaptations. (Sec. 131)

VTP-3839

Implementation of Change: Implication for Policies and Procedures Relating to Sex Bias and Discrimination in Vocational Education.
Project Director: Thomas, Susan B.
Organization: Florida State Univ., Tallahassee
Address: Tallahassee, FL 32306
Funding Period: Start Date 15 Jan 79; End Date 30 Jun 79
Fiscal Year Funding: $15,000
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract and/or Control No.: 9-1C16

Results of the research will be a document designed to introduce local vocational education administrators to some of the issues involved in the dynamics of change; a list of successful programs with descriptions of policies, client groups, and implementation techniques; and a list of recommendations for the acceptance and facilitation of change, evaluated and verified by experts in the field of vocational education. Project staff will conduct a literature review to accomplish two purposes: to provide a fundamental understanding of the dynamics of changing human behavior, with emphasis on the implication for vocational education programs, and to survey the scope and potential implications of change relating to sex bias and other discriminatory practices in vocational education programs. Successful programs, policies, procedures, and strategies in the southeastern region will be identified and the list of recommendations will be compiled with special attention to change in the area of personnel policies, counseling practices, and student contact. (Sec. 131)

VTP-3840

Provisions for Consultative Research Associate for Vocational Education.
Project Director: Hinley, W. Hugh
Organization: Florida State Univ., Tallahassee
Address: Tallahassee, FL 32306
Funding Period: Start Date 1 Jul 78; End Date 30 Sep 79
Fiscal Year Funding: $48,190
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract and/or Control No.: 9-1C11

In working with Florida State University's research and development section, the bureau of vocational research dissemination and evaluation, and the vocational industrial arts department, the consultative research associate will have the responsibility for identifying state-wide research and development and coordinating the assignment of priority needs with division and department priorities; identifying available human resources and coordinating the development of additional resources to conduct vocational research and development activities at universities; providing consultative and technical assistance in the preparation and submission of invited research and development projects; auditing management aspects of projects and consulting with project staff concerning budgets, allocation of personnel and evaluation techniques and methods of funded vocational research and development projects at universities; and developing and maintaining liaison with federal, state and local educators conducting research and development projects at the university level. Realistic priorities of research and development products and processes needed to expand the benefits of vocational education program and courses to students, educators, and the general public will be provided. (Sec. 131)

VTP-3841

Study to Develop and Field Test a Handbook for Teachers, Counselors and Administrators in Open Entry/Open Exit Systems in the State of Florida.
Project Director: Thomas, Hollie
Organization: Florida State Univ., Tallahassee
Address: Tallahassee, FL 32306
Funding Period: Start Date 15 Jan 79; End Date 30 Jun 79
Fiscal Year Funding: $20,000
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract and/or Control No.: 9-1C15

Guidelines for open entry/open exit instruction will be developed; an instrument for evaluating and validating the guidelines will be developed, validated, and modified; and a sample of subjects will be selected from schools identified for the study. In the first field test, copies of the guidelines and instruments will be mailed to the subject; the collected data will be analyzed; and the guidelines will be modified. The second field test will be conducted in the same manner using the modified guidelines. Data from the two field tests will be analyzed and compared and the findings summarized. Major questions to be addressed by the study are (1) Are the guidelines effective in facilitating movement to open-entry/open-exit instruction? (2) Are the guidelines comprehensive in dealing with the planning, organization, and implementation of open-entry/open-exit programs? (3) Do the guidelines provide information about the inservice needs of identified personnel at various stages of adoption of the open-entry/open-exit policy? (4) Do the guidelines indicate needed competencies for teachers, counselors, and administrators in open-entry/open-exit instruction? and (5) Do the guidelines indicate or identify services and facilities needed to implement open-entry/open-exit instruction? (Sec. 131)

VTP-3842

Study to Explore Vocational Training Programs and the Subsequent Success of Handicapped Individuals in Rural Areas.
Project Director: Schwartz, Stuart
Organization: Florida Univ., Gainesville
Address: Gainesville, FL 32611
Funding Period: Start Date 22 Jan 79; End Date 30 Jun 79
Fiscal Year Funding: $15,000
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract and/or Control No.: 9-1D41

Literature reviews of the state of the art of national vocational preparation programs for handicapped students and of the adjustment of adult handicapped persons in rural settings will be conducted. Pilot studies of the adjustment levels of handicapped and non-handicapped high school graduates and dropouts in rural settings and of comparisons of the quantity, quality, and formats of rural vocational education programs will also be conducted. A state-wide advisory committee will be developed and convened to assist project staff in collecting data and completing the literature reviews. Appropriate survey instruments and visitation procedures will be developed and implemented. The project will plan for expanding the scope of study. (Sec. 131)

VTP-3843

Vocational-Technical Education Consortium of States (V-TECS).
Project Director: Losh, Charles
Organization: Southern Association of Colleges and Schools, Atlanta, Ga.
Address: 795 Peach Tree St., N.E., Atlanta, GA
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $15,000
Sponsoring Agency: Georgia State Dept. of Education, Atlanta
Contract and/or Control No.: CL42414

To prepare students with the skills, knowledge, and understanding related to employment needs, project staff will develop a program for producing catalogs of performance objectives, criterion-referenced measures, and performance guides in occupational education; provide assistance in the design and implementation of inservice training programs and diffusion models; and produce a contract for availability of loose-leaf, mass-produced catalogs of performance objectives. The seventeen member states of the consortium will develop competency-based instructional packages, and materials developed from all member states will be an integral part of a state-wide dissemination and implementation process. (Sec. 133)

VTP-3844

Vocational-Technical Education Consortium of States (V-TECS) Membership (Continuation).
Project Director: Eaddy, K. M.
Organization: Southern Association of Colleges and Schools, Atlanta, Ga.
Address: 795 Peach Tree St., N.E., Atlanta, GA 30308
Funding Period: Start Date 1 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: $20,000
Sponsoring Agency: Georgia State Dept. of Education, Atlanta
Contract and/or Control No.: 85-9802

Continuation of this project is expected to minimize duplication, facilitate sharing of research and development in defining valid curriculum content, promote performance-based instruction, and improve overall accountability. A comprehensive preservice and inservice teacher education program concerning the proper use of V-TECS materials and a state-wide dissemination plan for the finished products will be developed. The Research Coordinating Unit will plan, coordinate, and monitor the development of agreed-upon catalogs for V-TECS; it will approve major steps for each specified task and be responsible for activities assigned by the V-TECS board of directors. (Sec. 133)

VTP-3845

Development of a System for Planning, Facilitating, Monitoring, Utilizing and Evaluating R&D Activities.
Project Director: Wentling, Tim
Organization: Illinois Univ., Urbana
Address: Urbana, IL 61801
Funding Period: Start Date 1 Feb 79; End Date 30 Jun 79
Fiscal Year Funding: $27,807
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD1-A9-246

An exemplary dissemination technique for sharing research and development experiences and findings will be initiated in this project to improve the efficiency and efficacy of research and development activities in Illinois. A state-wide steering committee will assess structures and systems for research and development management; determine the needs of RDS, DAVTE personnel in managing research and development; develop a system for planning, facilitating, monitoring, utilizing, and evaluating research and development; and develop alternatives for putting the system into operation. A guide to the state system will be printed; a review of research and development will be developed, duplicated, and disseminated; a university model for research and development management will be conceptualized; and a guide for implementation of the research and development management model within other state universities will be prepared. (Sec. 131)

VTP-3846

Development of Illinois Model Career Clusters and Visual Materials Concerning Each Cluster–Phase II.
Project Director: Gnaedinger, John P.
Organization: Soil Testing Services, Inc., Northbrook, Ill.
Address: 111 Pfingsten Road, Northbrook, IL 60062
Funding Period: Start Date 1 Sep 78; End Date 30 Jun 79
Fiscal Year Funding: $60,000
Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD2-B9-145

Career cluster material developed through this continuing project will be goal rather than process oriented, and will provide a model for use by students considering career choices and in developing programs to be implemented in occupational education throughout Illinois. Slide/tape presentations, wall charts and pamphlets will be developed for thirteen clusters in addition to the environment, health care, and manufacturing clusters developed in Phase I, and then field tested in four to six school districts. The audiovisual aids developed will provide an overview of each cluster, showing goals in terms of serving human needs for goods and services. Identification of industries, job classifications within industries, and information on jobs and training requirements will be included. A teacher's guide explaining the career clustering system and how to use the materials will be developed. (Sec. 132)

VTP-3847

Planning Year Vocational Areas Thirty-Nine and Forty-Three.
Project Director: Carnahan, Joyce
Organization: South Knox School Corp., Monroe City, Ind.
Address: P.O. Box 388, Monroe City, IN 47557
Funding Period: Start Date 1 Jan 79; End Date 30 Dec 79
Fiscal Year Funding: $20,000
Sponsoring Agency: Indiana State Board of Vocational and Technical Education, Indianapolis
Contract and/or Control No.: 64-79-III

An advisory committee and task forces will be used extensively in planning to implement a vocational area for Districts Thirty-nine and Forty-three. The two vocational areas will be combined into one administrative unit to reduce the cost of providing vocational education. Field services will be provided and a long-range vocational plan for the area will be developed. (Sec. 132)

VTP-3848

Career College–Agriculture.
Project Director: Nelson, Terry
Organization: Iowa Lakes Community College (Merged Area III), Emmetsburg
Address: Emmetsburg, IA 50536
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $22,287
Sponsoring Agency: Iowa State Dept. of Public Instruction, Des Moines
Contract and/or Control No.: FCS-79-48

Economically disadvantaged, handicapped, and underemployed individuals will be taught an employable skill through their enrollment in the Iowa Lakes Alternative College. Student assessment, career exploration, job-seeking and survival skills, career training programs, and further training and job placement will be provided by the career college. The courses will be self-paced, open entry/open exit. Individuals who already possess a skill will be provided courses to upgrade that skill. Methods of working with these high-risk students will be developed. (Sec. 133)

VTP-3849

An Employer-Student Shadow Experience for Special Needs Students.
Project Director: Esk, Larry
Organization: Webster City Community School District, Iowa
Address: 304 Prospect Street, Webster City, IA 50595
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $1675
Sponsoring Agency: Iowa State Dept. of Public Instruction, Des Moines
Contract and/or Control No.: FCS-79-57

Special needs students will be exposed to actual employer-employee situations, job sites, and career exploration to provide them with a better base from which to function in vocational programs and within the total school setting. Participating students are expected to become aware of the types of jobs in the community and of the skills necessary to obtain certain jobs, be able to relate vocational course work to jobs, and become aware of the necessity of a good school record in obtaining and holding a job. The program will be publicized to the community and to employers, plans will be developed with participating employers, and students' schedules will be developed in accordance with the job situations the students wish to shadow. Course descriptions, employer contact letters, evaluation materials, and publicity brochures will be produced. (Sec. 132)

VTP-3850

Special Needs in Industrial Arts.
Project Director: McKay, Don
Organization: Iowa State Univ. of Science and Technology, Ames
Address: Ames, IA 50011
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $15,409
Sponsoring Agency: Iowa State Dept. of Public Instruction, Des Moines
Contract and/or Control No.: FCS-79-39

Various successful prevocational activities useful with special needs students in industrial arts programs will be identified in this project. Project staff will develop an instrument to survey Iowa industrial arts teachers, conduct the survey, identify programs and components which are successful, and analyze the data. A series of workshops will be conducted for industrial arts and special education teachers to implement the findings, and a comprehensive evaluation and follow-up model to ascertain workshop and project effectiveness will be constructed. Pilot schools will be visited to determine project success, and areas for future study will be identified. Workshop participants will gain an awareness of special needs populations, become familiar with supplemental materials, and develop appropriate strategies for teaching special needs students more effectively. A bibliography of industrial arts materials appropriate for special needs learners will be compiled and given to workshops participants and other interested persons. (Sec. 133)

VTP-3851

Teacher Aide Program–Hope Haven.
Project Director: Pell, John
Organization: Northwest Iowa Technical College, Sheldon, Iowa
Address: Highway 18 West, Sheldon, IA 51201
Funding Period: Start Date 1 Dec 78; End Date 30 Jun 79
Fiscal Year Funding: $366
Sponsoring Agency: Iowa State Dept. of Public Instruction, Des Moines
Contract and/or Control No.: FCS-79-55

A teacher's aide will work under the direction of a consumer and homemaking instructor during evening mini-classes in order to provide increased individual assistance and supervision of classroom activities of consumer and homemaking career education opportunities for clients of the Hope Haven vocational rehabilitation facility. An increased number of handicapped adults

will be trained in the consumer and homemaking skills necessary for self-sufficiency, and the foundations will be provided for further training related to homemaking occupations. (Sec. 133)

VTP-3852

Teacher Aide Program–Ellsworth.
Project Director: Steinberg, Mark
Organization: Iowa Valley Community Coll. District, Marshalltown
Address: 3700 South Center, Marshalltown, IA 50158
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $3,378
Sponsoring Agency: Iowa Dept. of Public Instruction, Des Moines
Contract and/or Control No.: FCS-79-61

An aide program at ECC will assist instructors in managing and operating a vocational-technical on-campus learning center and in developing related curriculum modules. An advisory committee will be formed to participate in the operation and evaluation of the program. (Sec. 133)

VTP-3853

Teacher Aide Program–Food Service.
Project Director: Sievers, Suzanne
Organization: Jefferson Community School District, Iowa
Address: 100 Sunset, Jefferson, IA 50129
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $554
Sponsoring Agency: Iowa State Dept. of Public Instruction, Des Moines
Contract and/or Control No.: FCS-79-63

Through operation of a simulated restaurant in the food service occupations class, students will have a better understanding of the food service industry, the financial operation of a business, and employee and employer communication. A food service aide will work under the supervision of a home economics instructor to assist students in learning particular job tasks, supervise students on their assigned jobs in the simulated restaurant, and assist in developing individualized instructional materials for students who need additional help, and serve as a a resource person for students. (Sec. 133)

VTP-3854

Teacher Aide Program–Vocational Agriculture.
Project Director: Levine, Ron
Organization: Creston High School, Iowa
Address: Maple and Irving, Creston, IA 50801
Funding Period: Start Date 1 Oct 78; End Date 30 Jun 79
Fiscal Year Funding: $1,376
Sponsoring Agency: Iowa State Dept. of Public Instruction, Des Moines
Contract and/or Control No.: FCS-79-40

A teacher aide will tutor and counsel learning disabled students to help them in their training and future adjustment into the community. The aide will help individualize student instruction in the area of the student's greatest need, help students on assigned projects in shop and on assigned studies, and help students with reading difficulties prepare for tests and analyze test questions. The aide will assist in the overall supervision of those students mainstreamed into vocational agriculture. (Sec. 133)

VTP-3855

Teacher Aide Program–Vocational Programs.
Project Director: Olson, Ray
Organization: Iowa Western Community Coll., Council Bluffs, Iowa
Address: 2700 College Road, Council Bluffs, IA 51501
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $7,310
Sponsoring Agency: Iowa State Dept. of Public Instruction, Des Moines
Contract and/or Control No.: FCS-79-51

Disadvantaged and handicapped students will receive help in vocational programs through a project effort to keep the students in the programs, insure the greatest possible skill for each student, and insure equal access to materials taught. Aides will tape texts, tests, manuals, and other educational materials for poor readers, nonreaders, and visually impaired students; tutor and take notes for special needs students in the clerical program; tutor disadvantaged students preparing for job entry, job retention, and possible postsecondary training; and generally assist deaf and developmentally disabled clients. Students will receive special assistance during their studies at the Adult Learning Center to provide more one-to-one contact, and students or clients in the workshop setting will receive assistance with their projects. The aides, supervised by area coordinators and supervisors, will keep logs of their activities and the students with whom they work. (Sec. 133)

VTP-3856

Teacher Incentive Grant.
Project Director: Law, James E.
Organization: Clinton Community School District, Iowa
Address: 8th Avenue South and 9th Street, Clinton, IA 52732
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $8,720
Sponsoring Agency: Iowa State Dept. of Public Instruction, Des Moines
Contract and/or Control No.: FCS-79-43

To enable special needs or disadvantaged students to develop a saleable skill, slow learners and poor readers will enroll in a welding class where students learn from texts, workbooks, and demonstrations. Students from the target population will select film demonstrations to view and listen to with earphones in their welding booths when they need additional help. (Sec. 132)

VTP-3857

Vocational Work Experience–ITSB–Eldora.
Project Director: Steinberg, Mark
Organization: Iowa Valley Community Coll. District, Marshalltown
Address: 3700 South Center, Marshalltown, IA 50158
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $19,483
Sponsoring Agency: Iowa State Dept. of Public Information, Des Moines
Contract and/or Control No.: FCS-79-60

A system of onsite vocational training will be developed to provide clients of a vocational training school for socially maladjusted youth with supportive programming in work adjustment and job seeking and living skills. Project staff will develop a living skills laboratory at ITSB to test placement readiness for training, develop an instructional program in job seeking skills and survival, and identify and develop community-based training sites where at least fifteen students will complete vocational training. Information and reporting procedures will be evaluated. The project will produce a field-tested model of a modification of the ESP (CSP) concept to institutionalized youth. (Sec. 131)

VTP-3858

Nutrition Education Research Project.
Project Director: Brewster, Premala
Organization: Maryland Univ., College Park
Address: College Park, MD
Funding Period: Start Date 17 Aug 78; End Date 30 Jun 79
Fiscal Year Funding: $41,550
Sponsoring Agency: Maryland State Dept. of Education, Baltimore

Competency-based educational materials, coordinated with the competencies in the 1978 State Curriculum guidelines, will be developed and field tested for use in parenthood education and child development curricula. Competency sheets, five competency-based modules, two curriculum resource boxes, and an illustrated booklet with teacher's instructions for constructing classroom materials will be produced. A summative evaluation of the curriculum will be conducted, modules will be edited and revised, and research findings and published materials will be disseminated. (Sec. 131)

VTP-3859

Postsecondary Program for the Career and Educational Development of Deaf Students.
Project Director: Frank, Roland G.
Organization: Catonsville Community Coll., Md.
Address: Catonsville, MD 21228
Funding Period: Start Date 1 Jan 79; End Date 30 June 79
Fiscal Year Funding: $25,000
Sponsoring Agency: Maryland State Dept. of Education, Baltimore

Deaf students will be provided with an opportunity to attain meaningful employment by being placed in vocational education programs. Ten to twenty deaf students from the Baltimore area will be identified as vocational education students and enrolled at Catonsville Community College. An assessment and evaluation program will be developed; career counseling will be made available. The instructional component will have two aspects: instruction in language, computation, and learning skills and instruction in occupational and career programs. Through this project, the college will develop its capacity to modify its ongoing program of classroom instruction, career development, job-search skills, and support counseling for deaf students. (Sec. 132)

VTP-3860

Comprehensive Analysis of the Needs of Occupational Education for Professional Development in Special Education Competencies.
Organization: Massachusetts Univ., Amherst. Center for Occupational Education

Address: Amherst, MA
Funding Period: Start Date 1 Dec 78; End Date 30 Sep 79
Fiscal Year Funding: $50,959
Sponsoring Agency: Massachusetts State Dept. of Education, Boston
Contract and/or Control No.: 79-397-010-009-7

A basic curriculum guide will be developed for preservice and inservice training programs which prepare occupational or vocational educators to develop and administer individualized education programs for special needs students. Seven hundred occupational educators will be trained using the curriculum guide developed through this project. (Sec. 131)

VTP-3861

Curriculum Development.
Organization: Boston Public Schools, Mass.
Address: 26 Court Street, Boston, MA
Funding Period: Start Date 1 Feb 79; End Date 30 Sep 79
Fiscal Year Funding: $162,280
Sponsoring Agency: Massachusetts State Dept. of Education, Boston.
Contract and/or Control No.: 79-035-695-017-7

Individualized, self-paced, competency-based curricula will be developed for use by students enrolled in programs offered by Boston's Occupational Resource Center. Particular emphasis will be placed on the needs of handicapped and disadvantaged students and students with limited English-speaking ability who are served by the center. (Sec. 133)

VTP-3862

Diagnostic Vocational Assessments for Special Needs Students.
Organization: Blackstone Valley Regional Vocational Technical School, Upton, Mass.
Address: Pleasant Street, Upton, MA
Funding Period: Start Date 1 Dec 78; End Date 30 Sep 79
Fiscal Year Funding: $29,407
Sponsoring Agency: Massachusetts State Dept. of Education, Boston
Contract and/or Control No.: 79-805-605-013-7

A reliable procedure will be developed by Blackstone Valley Regional Vocational Technical School District in this applied research project to assist local school districts in evaluating the individualized educational plans of prevocational special needs students. School district personnel will be trained in the process and procedure by members of the research team. During fiscal year 1979 the team will perform research of assessment systems currently in place and plan the establishment of the Blackstone Valley system. (Sec. 131)

VTP-3863

Inservice Program for the Development of Competency-Based Individual Curricula.
Organization: Greater Lowell Vocational-Technical School District, Tyngsborough, Mass.
Address: Pawtucket Boulevard, Tyngsborough, MA
Funding Period: Start Date 1 Feb 79; End Date 30 Sep 79
Fiscal Year Funding: $113,895
Sponsoring Agency: Massachusetts State Dept. of Education, Boston
Contract and/or Control No.: 78-828-605-016-7

Competency-based programs tailored to individual needs will be provided to enable students to achieve their career goals and job competencies for placement in related and emerging occupations. Curricula in energy conservation, heavy equipment (diesel) repair, plant maintenance, and horticulture and landscaping will be individualized and will be available for dissemination to all schools in Massachusetts. (Sec. 133)

VTP-3864

MIT/WITS–Industry Summer Internship Program.
Organization: Massachusetts Institute of Tech., Cambridge
Address: 77 Massachusetts Ave., Cambridge, MA
Funding Period: Start Date 30 Jan 79; End Date 30 Jan 80
Fiscal Year Funding: $17,740
Sponsoring Agency: Massachusetts State Dept. of Education, Boston
Contract and/or Control No.: 79-385-085-003-7

As a result of this program, thirty teachers of occupational subjects, guidance counselors, and administrators will increase their skills in providing occupational knowledge of science and technology to secondary school students. Teachers will have hands-on experience in the work fields of their choice in order to acquire knowledge from industrial sites in their respective areas of interest. (Sec. 131)

VTP-3865

Pre-Vocational Assessment.
Organization: Shawsheen Valley Regional Vocational School, Billerica, Mass.
Address: 100 Cook Street, Billerica, MA
Funding Period: Start Date 1 Dec 78; End Date 30 Sep 79
Fiscal Year Funding: $57,000
Sponsoring Agency: Massachusetts State Dept. of Education, Boston
Contract and/or Control No.: 79-871-605-014-7

A procedure will be developed by Shawsheen Valley Regional Vocational Technical School in this applied research project to assist local school districts in evaluating the individualized educational plans of prevocational special needs students. Twenty students will be assessed by the research team, and fifteen educators will be trained in the assessment process and procedures. (Sec. 131)

VTP-3866

Research and Demonstration Project to Assist Local School Districts in Utilizing Needs Assessment Procedures for Occupational Education Program Planning.
Organization: Massachusetts Univ., Amherst. Inst. for Governmental Services
Address: Amherst, MA
Funding Period: Start Date 1 Nov 78; End Date 30 Sep 79
Fiscal Year Funding: $39,955
Sponsoring Agency: Massachusetts State Dept. of Education, Boston

The planning capability for local educational agencies will be increased through this applied research project. A locally based data gathering and planning system for occupational and career education will be pilot tested in ten secondary schools in Massachusetts using state approved assessment instruments. All types of students and all secondary school systems will be served. One thousand handbooks will be developed and disseminated for use by secondary school administrators for self-implementation of the tested procedures. (Sec. 131)

VTP-3867

Continuous Occupational Education Program Planning between Two and Four-Year Colleges and Universities.
Project Director: Holmes, Richard G.
Organization: Michigan State Dept. of Education, Lansing
Address: Lansing, MI 48909
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Fiscal Year Funding: $70,000
Sponsoring Agency: Michigan State Dept. of Education, Lansing

Signed articulation agreements between community colleges and four-year institutions are expected to assure non-duplication of learning experiences for occupational education students and increase student mobility in pursuing advanced training and placement potential. The agreements will pledge cooperation between agencies and include provisions for institutional commitment and assessment of traditional learning experiences and life-role competencies. Inter-agency contact persons will be identified and inter-agency articulation committees established. "Partnership in Education," a document including baccalaureate institution case studies, will be published. (Sec. 133)

VTP-3868

Enrollment and Follow-Up System.
Funding Period: Start Date 1 Jan 79; End Date 30 Sep 79
Fiscal Year Funding: $25,000
Sponsoring Agency: Michigan State Dept. of Education, Lansing
Contract and/or Control No.: 33D9-7444

A system meeting vocational education data system (VEDS) requirements will be designed and implemented so that the community colleges will have a student-based data collection system which provides student enrollment and follow-up information. All students participating in identifiable, federally reimbursed community college occupational programs will be reported under the VEDS format to provide the information necessary for state and federal reporting purposes and for evaluation needs. (Sec. 131)

VTP-3869

Michigan Occupational Competency Assessment Center.
Project Director: Whitener, Scott
Organization: Ferris State Coll., Big Rapids, Mich.
Address: Big Rapids, MI 49307
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Fiscal Year Funding: $55,000
Sponsoring Agency: Michigan State Dept. of Education, Lansing

The number of fully certified vocational teachers in Michigan is expected to increase as a result of this project in which 100 occupational competency assessments will be conducted. Examiners and examination sites throughout the state will be selected and certified, norms will be established for twenty-six occupations as data become available, and Michigan universities will be prov-

ided with test results for determining academic credit. Competency tests already available will be used. In addition to providing testing services, the center will serve as a link between education and industry. (Sec. 132)

VTP-3870

Program Planning, Development, Approval and Evaluation.
Organization: Higher Education Management Services, Occupational Unit, Lansing, Mich.
Address: Lansing, MI 48909
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Fiscal Year Funding: $185,000
Sponsoring Agency: Michigan State Dept. of Education, Lansing

To promote and develop quality vocational and technical programs in Michigan's community colleges, thirty-eight needs studies will be funded for thirteen community colleges. Community colleges will identify new and emerging occupations; their potential for development into programs using competency-based education will be discussed at regional meetings. Thirty-seven new occupational education programs may be developed according to competencies related to the needs and wants of business, industry, and labor. This program planning and development process will provide local administrators and educational planners with an opportunity to determine proposed program success prior to implementation. (Sec. 133)

VTP-3871

Secondary Graduate Follow-Up Survey.
Project Director: Roberts, Charles
Organization: Michigan State Dept. of Education, Lansing
Address: Lansing, MI 48909
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Fiscal Year Funding: $42,000
Sponsoring Agency: Michigan State Dept. of Education, Lansing
Contract and/or Control No.: 31D8-2122C

To improve program planning, strengthen placement services, and improve career planning for students, project staff will evaluate vocational education graduates' responses to a survey to determine what factors influence graduate employability and adjustment to the world of work, assess the utilization of school job placement activities, and determine trends in employment and education. Processed data will be returned to vocational educators for decision making; follow-up reports will be developed at state, regional, and local school district levels. (Sec. 131)

VTP-3872

Agricultural Energy Curriculum.
Project Director: Wacholz, Marlin
Organization: Granite Falls Area Vocational Technical Inst., Minn.
Funding Period: Start Date 19 Mar 79; End Date 30 Jun 79
Fiscal Year Funding: $2,000
Sponsoring Agency: Minnesota State Dept. of Education, St. Paul
Contract and/or Control No.: 3-CD-79

An energy instructional unit will be produced to be included in the first year curriculum of the farm business management program, which will give farm management students an understanding of basic energy concepts and help them realize the energy impacts of their management decisions. A consultant will be hired to develop the energy instructional unit which will define basic energy concepts, describe the amount of energy used in manufacturing fertilizer, and identify the energy impacts of fertilizer usage including yields, energy equivalents consumed, and changes in crop production management. The unit will be distributed and explained to 130 farm business adult instructors at a summer workshop. (Sec. 133)

VTP-3873

Conduct a Series of Tasks Germane to a Monitoring/Feedback System for the Secondary Placement Specialist Program.
Project Director: McCormick, Fred C.
Organization: Educational Operations Concepts. Inc., St. Paul, Minn.
Address: 1400 Brompton, St. Paul, MN 55108
Funding Period: Start Date 1 Mar 79; End Date 30 Jun 79
Fiscal Year Funding: $2,000
Sponsoring Agency: Minnesota State Dept. of Education, St. Paul
Contract and/or Control No.: 42555

As a result of this project, the secondary placement specialist program will be provided with data elements or definitions germane to outcome measures and the monitoring/feedback system. Monitoring/feedback instrumentation, field test results, and documentation of all technical assistance tasks, including the identification of future programmatic research needs and issues, will also be provided. Educational Operations Concepts, Inc. will provide technical assistance in designing monitoring/feedback instrumentation for the job development, employer contact, job-seeking skills, and job placement functions of the secondary placement specialist. The instrumentation will be field tested with secondary placement specialists, and the results will be documented. (Sec. 131)

VTP-3874

Establishment of an Occupational Competency Testing Program in Minnesota.
Project Director: DeRubeis, Bernard J.
Organization: Minnesota Univ., Duluth
Address: Duluth, MN 55802
Funding Period: Start Date 1 Sep 78; End Date 31 Aug 79
Fiscal Year Funding: $4,998
Sponsoring Agency: Minnesota State Dept. of Education, St. Paul
Contract and/or Control No.: 5-R-79

As a result of this continuing project, a system will be developed, implemented, and available in Minnesota which will enable persons in occupational areas to demonstrate the knowledge and skills they have acquired on the job. The Occupational Competency Testing Program, for administering written and performance occupational competency tests to potential trade and industrial teachers, is designed to serve those individuals experienced in skilled trades or occupations who need to present objective evidence of their competency to become vocational teachers, to obtain academic credit from an institution that recognizes the test results, or to become certified. The system will be field tested and the program evaluated. (Sec. 131)

VTP-3875

Evaluation of a Classroom Instructional Unit on Supervised Occupational Experience for Beginning Vocational Agricultural Students in Minnesota.
Project Director: Ingvalson, Brian
Organization: Fridley Independent School District 14, Minn.
Address: 6000 W. Moore Lake Drive, Fridley, MN
Funding Period: Start Date 1 Apr 79; End Date 30 Jun 79
Fiscal Year Funding: $1,860
Sponsoring Agency: Minnesota State Dept. of Education, St. Paul
Contract and/or Control No.: 6-R-79

Empirical evidence of the need for and methodology of instruction in supervised occupational experience for agriculture students will be provided by this research. The amount and type of supervised occupational experience currently being provided will be assessed, an instructional unit on supervised occupational experience for agriculture students will be evaluated, and the most effective methods of integration of the program into vocational agriculture curricula will be determined. A pretest and posttest experimental and control group design will be used for the study in which the unit will be taught to beginning vocational agriculture students. Seventeen schools will use a prepared instructional unit; seventeen will use their existing methods of instruction. Data will be collected and analyzed; the unit will be evaluated and revised by teachers. The revised unit and an abstract of the study results will be available for use by vocational agriculture instructors in Minnesota. (Sec. 131)

VTP-3876

Low and High Pressure Steam Engineering Curriculum.
Project Director: Lennes, Richard
Organization: Hutchinson Area Vocational Technical Inst., Minn.
Address: Hutchinson, MN 55350
Funding Period: Start Date 11 May 79; End Date 30 Sep 79
Fiscal Year Funding: $2,500
Sponsoring Agency: Minnesota State Dept. of Education, St. Paul
Contract and/or Control No.: 6-C.D.-79

One or more licensed instructors will be hired to rewrite the steam engineering curriculum. Their activities will involve incorporating current information into the existing curriculum, replacing all outdated slides and transparencies with current materials, incorporating the latest in energy conservation, and providing six regional inservice workshops of three hours each for instructors in thirty-three area vocational-technical institutions on the use of the new curriculum. (Sec. 133)

VTP-3877

Minnesota Secondary School Follow-Up Project (Continuation).
Project Director: Irvin, Donald E.
Organization: Minnesota Univ., Minneapolis, Minnesota Research and Development Center for Vocational Education, Minnesota Univ., Minneapolis, Minnesota
Address: Minneapolis, MN
Funding Period: Start Date 15 Sep 78; End Date 14 Sep 79
Sponsoring Agency: Minnesota State Dept. of Education, St. Paul

Follow-up data about the post-high school activities of vocational students will be obtained for use by local education agencies (LEAs) and the state department, and for use in completing state and federal reports. Project staff will contact all Minnesota high schools to recruit participants, conduct training workshops, supply all materials required for follow-up, manage all follow-up

activities, and analyze school and state data. Follow-up data summaries will be delivered to each LEA, and state summary reports for all schools will be compiled. (Sec. 131)

VTP-3878

Research and Curriculum Unit for Vocational-Technical Education--Curriculum Development.
Project Director: Shill, James F.
Organization: Research and Curriculum Unit, Mississippi State, Miss.
Address: Drawer DX, Mississippi State, MS 39762
Fiscal Year Funding: $335,662
Sponsoring Agency: Mississippi State Dept. of Education, Jackson

Consultative services, curriculum guides for organizing and managing instruction, teacher workshops, and classes in the use of curriculum materials will be provided by this project. Curriculum materials to be developed include a home economics annotated bibliography; handbooks for industrial arts, safety liability, and cooperative education; and materials for industrial sewing, child care, basic agriculture, residential wiring, and marketing. Four full-time professional staff members will be employed to compile or develop curriculum materials for programs in agriculture, home economics, trade and industrial education, and industrial arts. Other personnel will be contracted with as necessary to develop materials for business and office programs, distributive education, guidance programs, and programs for students with special needs. Two- to three-day workshops will be held to disseminate materials throughout the state. (Sec. 133)

VTP-3879

Research Coordinating Unit.
Project Director: Shill, James F.
Organization: Research and Curriculum Unit, Mississippi State, Miss.
Address: Drawer DX, Mississippi State, MS 39762
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $112,318
Sponsoring Agency: Mississippi State Dept. of Education, Jackson

Research efforts of the research coordinating unit (RCU) will result in program improvement. In addition to an annual report, the RCU will produce the National Assessment of Vocational-Teacher Education Funding Structures and complete the Vocational Education Readiness Test. The RCU will employ four full-time persons to provide assistance to vocational personnel in the state in developing research proposals, conducting research studies concerning teacher education, local vocational programs, and attitudes; and developing a system for funding teacher education in Mississippi. The RCU will also (1) develop and disseminate request for proposal (RFP) guidelines pertaining to research projects and contractual agreements; (2) conduct computer searches for information concerning innovative approaches in vocational education; (3) conduct needs assessment studies in vocational areas; (4) review research proposals and make recommendations prior to funding; (5) write and submit research proposals to the U.S. Office of Education; and (6) conduct research for which funding is received. (Sec. 131)

VTP-3880

Vocational-Technical Education Consortium of States (V- TECS).
Organization: Research and Curriculum Unit, Mississippi State, Miss.
Address: Drawer DX, Mississippi State, MS 39762
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $24,600
Sponsoring Agency: Mississippi State Dept. of Education, Jackson

This project will produce an inventory of tasks, equipment, and tools for selected jobs; a state-of-the-art and domain report; and a catalog of performance objectives, criterion-referenced measures, and performance guides. Workers will be interviewed to develop a preliminary list of tasks, equipment, and tools; a sample of workers in selected jobs will be surveyed to validate the inventory; and survey data will be analyzed to determine the content of the catalog. Teams will be selected and trained to write the catalog. The catalog will be field reviewed with curriculum and instructional personnel and published and distributed. (Sec. 131)

VTP-3881

Program Evaluation Model for Local Educational Agencies.
Project Director: Elias, John E.
Organization: Missouri Univ., Columbia
Address: 505 East Stewart Road, ASC 201, Columbia, MO 65211
Funding Period: Start Date 1 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $35,000
Sponsoring Agency: Missouri State Dept. of Education, Jefferson City
Contract and/or Control No.: 80-131-600-1

A model instrument and accompanying handbook will be developed for use by local education agencies (LEAs) in evaluating vocational education programs. The model will be based on identification of the following: (1) compliance requirements specified in appropriate federal and state regulations; (2) major program components which, when combined, represent the complete interaction of comprehensive vocational education programs; (3) parameters of production performance or process; and (4) data needs for the model. The model is intended to reduce the data burden of the LEAs and enable state department personnel to shift their role from conducting on-site evaluations to one of monitoring. (Sec. 131)

VTP-3882

Development of Curriculum Modifications for Urban Vocational Agriculture in Nebraska.
Project Director: Blezek, Allen G.
Organization: Nebraska Univ., Lincoln Dept. of Agricultural Education.
Address: East Campus, Lincoln, NE 68583
Funding Period: Start Date 1 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $26,309
Sponsoring Agency: Nebraska State Dept. of Education, Lincoln
Contract and/or Control No.: 133-80-01

To improve urban vocational agribusiness programs in Nebraska, this project will provide instructional materials for non-production-oriented programs preparing students for agribusiness occupations. Nebraska core curriculum materials in vocational agriculture will be modified by a committee of vocational agriculture instructors, representatives of agribusiness, and state department staff. A validated list of agribusiness competencies developed by USOE will be used in developing the three-year curriculum materials to be reproduced and disseminated to participating schools. Preservice and inservice education for urban teachers concerning use of the materials will be updated and a comprehensive plan developed for evaluating the teacher education and materials implementation. The materials also will be evaluated. (Sec. 133)

VTP-3883

Career Awareness Program for High School Sophomores.
Project Director: Burrows, Roy
Organization: Clark County Community College, North Las Vegas, Nev.
Address: North Las Vegas, NV 89030
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Fiscal Year Funding: $2,300
Sponsoring Agency: Nevada State Dept. of Education, Carson City
Contract and/or Control No.: NV7913203

Project activities will involve providing vocational and technical high school sophomores and seniors with an awareness of career options, facilitating their self-awareness through use of interest experience and ability measures, and giving career placement information regarding students to the high school and community colleges for use in developing career exploration programs specific to student needs. The CPP will be administered to sophomores to determine if their stated career choices are congruent with the career interests as indicated on the test; seniors will be tested to determine if their career interests are unchanged from their original choice. Additionally, programs will be prepared for graduating seniors, and guidance and career exploration programs will be adjusted according to data produced from the tests. (Sec. 132)

VTP-3884

Conduct of a Needs Assessment Study in Southern Nevada for a Program in Ornamental Horticulture.
Project Director: Christopher, William E.
Organization: Clark County Community College, North Las Vegas, Nev.
Address: North Las Vegas, NV 89030
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Fiscal Year Funding: $1,100
Sponsoring Agency: Nevada State Dept. of Education, Carson City
Contract and/or Control No.: NV-79-132-A-04

Necessary information will be provided to determine whether an ornamental horticulture training program is needed in southern Nevada and feasible at the community college level. Data generated will be used in developing program curriculum if the new course is begun at Clark County Community College. A needs assessment will be conducted to gather data relating to employment opportunities, projected industry growth, minimum entry-level skills required, and career ladder potential in the area of ornamental horticulture in the southern portion of Nevada. To effect this needs assessment, a questionnaire will be developed, prospective employers will be identified, and questionnaires will be mailed. Telephone calls and personal interviews will be used to supplement data obtained from the questionnaire. (Sec. 132)

VTP-3885

Development of Student-Oriented Vocational Education Promotion Materials for Use on Television and Radio.
Project Director: Rask, Michael L.

Organization: Nevada Advisory Council for Vocational Technical Education, Carson City
Address: Carson City, NV 89710
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Fiscal Year Funding: $2,000
Sponsoring Agency: Nevada State Dept. of Education, Carson City
Contract and/or Control No.: NV-79-132-A-02

To publicize vocational education and create greater awareness among the general public of its value and availability, project staff will produce two thirty- to sixty-second radio tapes and two thirty- to sixty-second television films for use in public service announcements by all radio and television stations in Nevada. Potential students will become aware of the vocational education programs and be directed to appropriate sources of information. Voice manuscripts for the radio tapes and two story boards for the television films will be developed. After reviewing the tapes and story boards for stigmas and biases and for applicability to the objectives, location camera and tape work will be completed. Final editing will then take place. (Sec. 132)

VTP-3886

Home Appliance Repair Program at Moapa Valley High School.
Project Director: Smith, Val D.
Organization: Moapa Valley High School, Overton, Nev.
Address: Overton, NV 89040
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Fiscal Year Funding: $2,000
Sponsoring Agency: Nevada State Dept. of Education, Carson City
Contract and/or Control No.: NV-79-132-A-07

In order to provide students with the entry-level skills necessary in home appliance repair, Moapa Valley High School intends to initiate a home appliance repair course. Through this project, minimal tools and test equipment necessary for implementing an eighteen-week high school course in home appliance repair will be purchased. (Sec. 132)

VTP-3887

Project for the Development of an Individualized and Transportable Competency-Based Teaching Materials Package for Nevada's Vocational Education Teachers.
Project Director: Kirkpatrick, Thomas E.
Organization: Nevada Univ., Las Vegas. Coll. of Education
Address: Las Vegas, NV 89154
Funding Period: Start Date 1 May 79; End Date 30 Jun 80
Fiscal Year Funding: $8,000
Sponsoring Agency: Nevada State Dept. of Education, Carson City
Contract and/or Control No.: NV-79-132-A-08

Vocational teachers who do not have access to teacher training institutions will be provided with competency-based teaching materials that will assist them in improving their teaching skills. The materials package, which will be directed primarily toward rural vocational educators, will be designed to be used by individuals or groups. A search will be conducted to identify existing competency-based materials, which will be synthesized and modified into a transportable mode. They will then be field tested, disseminated, and evaluated. (Sec. 132)

VTP-3888

Proposal for the Development and Implementation of a Vocational Education Information System.
Project Director: Kirkpatrick, Thomas E.
Organization: Nevada Univ., Las Vegas
Address: Las Vegas, NV
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Fiscal Year Funding: $3,000
Sponsoring Agency: Nevada State Dept. of Education, Carson City
Contract and/or Control No.: NV-79-132-A-06

A greater degree of accuracy in data provided on vocational education programs will result from this project which will provide the administrative and financial leadership required to develop and implement in Nevada a model for acquiring statistical information required by federal mandate and the National Center for Educational Statistics. Information provided by the majority of Nevada school districts will be recorded on tape or card so that it is compatible with processing by the Clark County computer center. The procedures of those school districts not furnishing data will be examined by state staff and alternative reporting systems developed. Conferences (including inservice workshops) will be conducted by state staff to apprise school district personnel of the action and requirements of the VEDS system. Visitations will be made by state staff when necessary. (Sec. 132)

VTP-3889

Proposal to Establish Solar Technology Program at Clark County Community College.
Organization: Clark County Community College, North Las Vegas, Nev.
Address: North Las Vegas, NV 89030
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Fiscal Year Funding: $24,598
Sponsoring Agency: Nevada State Dept. of Education, Carson City
Contract and/or Control No.: NV-79-132-A-05

This program will provide insight and direction into technical training programs and produce at least fifteen solar energy service technicians. In addition, an established curriculum and training materials for students of the solar energy technician program will be produced. The project seeks to provide experience with newly designed training equipment and computer programs to document and assess their use. It also aims to successfully place all graduates of the program in solar-related jobs. At least one report assessing industrial needs for solar technicians and one report analyzing the curriculum and approach of the Clark County Community College (CCCC) Solar Energy Technician Training Program will be obtained. In order to accomplish these goals, CCCC will offer a thirty credit hour curriculum leading to a "Certificate of Achievement in Solar Energy Technology." Five CRT terminals, a modular liquid trainer, a central control unit, and a controller trainer will be hired to teach passive solar systems, and outside expert consultants from the Desert Research Institute will assess local and regional needs for solar service technicians and evaluate the solar energy program in terms of its effectiveness in meeting those needs. (Sec. 132)

VTP-3890

Vocational Gerontology Program: Food Service for the Aged.
Project Director: Monaco, Mario
Organization: Rancho High School, Clark County School District, Nev.
Address: Las Vegas, NV 89030
Funding Period: Start Date 1 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $50,000
Sponsoring Agency: Nevada State Dept. of Education, Carson City
Contract and/or Control No.: NV-79-132-A-01

Development of a course in food service for the elderly will provide field experiences and opportunities for students to gain entry-level job skills. A task force will develop the course syllabus and accompanying materials, and the school district will construct and equip a gerontology learning laboratory. Complete curricula, accompanying materials, and assessment tools for the course will be available as an easily transportable secondary level gerontology delivery system. (Sec. 132)

VTP-3891

Career Communication Skills.
Project Director: Pearce, Maxine
Organization: Bridgewater-Raritan Regional School District, N.J.
Address: District Instructional Center, Second Street, Raritan, NJ 08869
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $28,084
Sponsoring Agency: New Jersey State Dept of Education, Trenton
Contract and/or Control No.: 79 SREG 908

Career education curriculum designed to meet the basic skills and self-concept needs of work-study students regardless of sex or career choice will be implemented in this project. Students will work with job-related materials to improve their basic skills in arithmetic and communication. Problem-solving exercises in the students' areas of interest will be used, in addition to employer feedback, to make learning experiences interesting and successful. Teachers will participate in a pilot program intended to train them in integrating the career dimension into classroom activities and in developing materials suitable to project objectives and individual teaching styles. (Sec. 131)

VTP-3892

Interview Follow-Up of Vocational Program Graduates Transferring to Four-Year Colleges: Study and Analysis of Graduates' Objectives, Satisfactions, and Perceptions.
Project Director: Feigenbaum, Carl
Organization: Brookdale Community Coll., Lincroft, N.J.
Address: Lincroft, NJ 07738
Funding Period: Start Date 1 Jul 78; End Date 30 Apr 79
Fiscal Year Funding: $10,290
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract and/or Control No.: 79 SREG 905

Vocational curricula objectives and content relating to educational evaluation outcomes, including job and life objectives, satisfaction with the degree to which these objectives were met, and personal perceptions of these objectives and satisfactions will be evaluated in this project. Indepth interviews will be conducted with vocational program graduates receiving terminal degrees (AAS/Certificates) who continue their formal education at four-year colleges.

The interviews will be designed and conducted by the Brookdale Office of Research and Planning in cooperation with an articulation network to be developed by Brookdale and public and private four-year colleges in New Jersey. Using incorporated nonresponse and reliability studies, project staff will assist in interpreting data from the larger nine-month Brookdale graduate follow-up survey. (Sec. 131)

VTP-3893

Proposed Model for Formative Assessment of an Allied Health Curriculum.
Project Director: Dietrich, Marie C.
Organization: New Jersey Coll. of Medicine and Dentistry, Newark.
Address: 100 Bergen Street, Newark, NJ 07103
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $18,283
Sponsoring Agency: New Jersey State Dept. of Education, Trenton

A model for formative evaluation of an allied health education program will be developed and tested in this project. Students and instructors will be surveyed and process recordings made in class, laboratory, and clinic practicums to determine the level of implementation of instructional objectives. Weekly feedback to the program director and monthly meetings with program instructors and students will keep the target population informed of the findings of the evaluation and will provide opportunities for discussion and participation in instructional decisions. (Sec. 131)

VTP-3894

Comprehensive Needs Assessment and Plan for Vocational Education of the Handicapped in New Mexico.
Project Director: Isengard, Chris
Organization: Career Services for the Handicapped, Albuquerque, N. Mex.
Address: 610 Gold SW, Albuquerque, NM 87103
Funding Period: Start Date 1 Jun 78; End Date 31 Jul 79
Fiscal Year Funding: $27,000
Sponsoring Agency: New Mexico State Dept. of Education, Santa Fe
Contract and/or Control No.: 951-1-b-01-15311

Project staff will develop a plan for providing postsecondary vocational education for the handicapped based on a state-wide canvass of handicapped individuals conducted to determine the vocational training they are currently receiving and the need for new vocational training programs and on an evaluation of programs receiving funds from the State Department of Education. (Sec. 131)

VTP-3895

Diesel Engine Mechanics.
Project Director: Nicholson, Herb
Organization: New Mexico State Univ., San Juan.
Address: 4601 College Boulevard, Farmington, NM 87401
Funding Period: Start Date 1 Jun 78; End Date 31 Jul 79
Fiscal Year Funding: $168,887
Sponsoring Agency: New Mexico State Dept. of Education, Santa Fe
Contract and/or Control No.: 951-3-a-02-11-4031490

A diesel engine mechanics program will be established to meet the manpower needs for diesel mechanics in the San Juan area vocational district. Students who successfully complete the two-year program are expected to have the knowledge and skills for entry-level positions as heavy equipment diesel mechanics. (Sec. 132)

VTP-3896

Laser/Electro/Optic Technology.
Project Director: Callow, Phil
Funding Period: Start Date 1 Jun 78; End Date 31 Jul 79
Fiscal Year Funding: $64,956
Sponsoring Agency: New Mexico State Dept. of Education, Santa Fe
Contract and/or Control No.: 951-3-6-02-11-106

A program will be established to meet the manpower needs for trained persons in the field of laser/electro/optic technology. An outline will be developed for the four-trimester course using text materials developed by TERC project at Waco, Texas. A beginning group of twenty-six students will be enrolled in the program in the fall trimester; approximately sixteen students will complete the program each year thereafter. (Sec. 132)

VTP-3897

Management Information System.
Project Director: Cooper, Lloyd
Organization: New Mexico State Univ., Las Cruces
Address: Box 3N, Las Cruces, NM 88003
Funding Period: Start Date 1 Jun 78; End Date 31 Jul 79
Fiscal Year Funding: $8,536
Sponsoring Agency: New Mexico State Dept. of Education, Santa Fe

A management information system which is easily understood by administrative and supervisory personnel will be developed and put into operation to provide the Division of Vocational Education with better information on which to base its decisions. Linkage of existing data bases into compatible modes will be established for use in completing reports, identifying problems or situations needing administrative attention, and providing information for short-term and long-range administrative planning. (Sec. 131)

VTP-3898

Psychiatric Technician Program.
Project Director: Pino, Lawrence
Organization: Luna Vocational Technical Inst., Las Vegas, N. Mex.
Address: P.O. Box 2055, Las Vegas, NM 87701
Funding Period: Start Date 1 Jun 78; End Date 31 Jul 79
Fiscal Year Funding: $16,479
Sponsoring Agency: New Mexico State Dept. of Education, Santa Fe
Contract and/or Control No.: 951-5-6-02-11-603

A program will be established to meet the manpower needs of the New Mexico State Hospital in the areas of mental health and psychiatric nursing. The three-month course will be offered to employees of the New Mexico State Hospital selected as students by a screening committee composed of representatives from Luna Vocational-Technical Institute (LVTI) and New Mexico State Hospital to prepare them for positions as psychiatric technicians. The program, in the form of inservice and continuing education, is designed to train thirty students every trimester using lectures, resource speakers including LVTI faculty and practitioners of various forms of medicine locally and statewide, demonstrations, laboratories, group discussion, and audiovisual materials and equipment. (Sec. 132)

VTP-3899

Vocational Education Teacher Information Service.
Project Director: Park, Ok D.
Organization: Eastern New Mexico Univ., Portales
Address: Portales, NM 88130
Funding Period: Start Date 1 Mar 78; End Date 31 Aug 79
Fiscal Year Funding: $2,160
Sponsoring Agency: New Mexico State Dept. of Education, Santa Fe

More accurate and up-to-date information on vocational teachers will be made available through this project. Data regarding vocational endorsement, teacher certification, teacher recertification, vocational courses taken, and vocational courses needed will be collected from Vocational Education Teacher Information System forms sent to all secondary and postsecondary institutions in New Mexico. Computer printouts will be available with information on program area, geographic area, secondary or postsecondary designation, expiration date of teaching certificate, and need for vocational courses. (Sec. 131)

VTP-3900

Vocational Interpreter for the Deaf.
Project Director: Leavitt, Max
Organization: Albuquerque Skill Center, N. Mex.
Address: 1701 Fourth Street SW, Albuquerque, NM 87102
Funding Period: Start Date 1 Jun 78; End Date 31 Jul 79
Fiscal Year Funding: $25,000
Sponsoring Agency: New Mexico State Dept. of Education, Santa Fe
Contract and/or Control No.: 951-1-b-01-11-107

Deaf and hearing impaired students will be able to access vocational education programs in Bernalillo County through the assistance of interpreters (signers) who will attend vocational program activities with the students. (Sec. 131)

VTP-3901

Vocational-Technical Information System.
Project Director: Downey, Joseph M.
Organization: Albuquerque Technical Vocational Inst., N. Mex.
Address: 525 Buena Vista SE, Albuquerque, NM 87106
Funding Period: Start Date 1 Jun 78; End Date 31 Jul 79
Fiscal Year Funding: $20,000
Sponsoring Agency: New Mexico State Dept. of Education, Santa Fe
Contract and/or Control No.: 951-3-b-01-11-108

The computer system of Albuquerque Technical-Vocational Institute (T-VI) will be upgraded to provide on-line terminal processing to the Vocational Technical Information System (VTIS) users. The area vocational schools and branches will be provided the on-line capability to add, change, or inquire about their computer student records and receive enrollment information and student and employer follow-up data. The capabilities of on-line remote operations will be demonstrated to potential users in a minimum of two visits. The

first will be a visit to a currently operating on-line site. The second visit will be at T-VI to demonstrate the use of the remote units in handling student data. As other area vocational schools and the State Department of Education install on-line remote equipment, the user sites will be visited by the project director to provide technical assistance. A vocational-technical information system procedure manual explaining the services and products currently available will be produced. (Sec. 131)

VTP-3902

Agricultural Education Curriculum Materials Development.
Project Director: McCaslin, Judith
Organization: New York State Coll. of Agriculture and Life Sciences, Ithaca
Address: B-22 Mann Library, Box D, Ithaca, NY 14850
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Fiscal Year Funding: $39,879
Sponsoring Agency: New York State Education Dept., Albany
Contract and/or Control No.: C-151019

To develop courses of study in line with current industry technology, project staff will identify, with the use of subject matter committees, a minimum of ten modules of instruction for which curriculum materials need to be developed; determine the nature, format, and content of the curriculum materials selected for development; conduct a field test of the draft curriculum materials with at least five independent teacher evaluators; revise the materials; and distribute the materials to New York agriculture teachers. At least twenty-five percent of project funds will be devoted to programs for handicapped students in this area. (Sec. 133)

VTP-3903

Curriculum Coordinator.
Project Director: Cardillo, Rocco
Organization: Yonkers Public Schools, N.Y.
Address: 145 Palmer Rd., Yonkers, NY 10701
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $44,259
Sponsoring Agency: New York State Education Dept., Albany

Based on an analysis of employability skills validated by business and industry, project staff will conduct an analysis of occupational programs and make necessary revisions for upgrading the curriculum. Skill profiles in five emerging employment opportunity areas will be reviewed, revised, and updated. Inservice programs for occupational education staff will be conducted which focus on the following need areas: eliminating sex bias and stereotyping, energy, technological advancements in business, and infusing the Instructional Support System for Occupational Education (ISSOE) format. A curriculum resource file will be maintained for the occupational education staff, who will also receive current material related to curriculum development, technological advances and teaching methodology. (Sec. 133)

VTP-3904

Curriculum Needs (Continuation).
Project Director: Tobias, Sigmund
Organization: CASE Institute, Graduate School and University Center, New York, N.Y.
Address: 42nd St., New York, NY 10036
Fiscal Year Funding: $44,637
Sponsoring Agency: New York State Education Dept., Albany

The 1978-79 final report of the state-wide business education review committee's work containing formalized recommendations for modifications in the business education curriculum necessary to articulate the curriculum with the changing needs of business will be prepared for distribution to interested individuals by the State Education Department. (Sec. 133)

VTP-3905

Curriculum Specialist.
Project Director: Ross, H. James
Organization: Putnam and Northern Westchester Counties Board of Cooperative Educational Services, Yorktown Heights, N.Y.
Address: BOCES Drive, Yorktown Heights, NY 10598
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Fiscal Year Funding: $13,000
Sponsoring Agency: New York State Education Dept., Albany

Three separate but interrelated programs–the basic occupational program for 14-16 year olds, the technical center training program for students in grades 11-12, and the adult continuing education program–will be coordinated to create a series of articulated interdependent options for students. Project staff will coordinate local curriculum development activities, coordinate the articulation process across the various program levels, and manage special State Education Department curriculum projects. Existing curriculum goals, needs, and resources will be documented. The existing curriculum will then be assembled into workable control systems, evaluated, and revised. Additionally, inservice workshops in curriculum development will be conducted. (Sec. 133)

VTP-3906

Instructional Support System for Occupational Education Area Facilitator.
Project Director: Borum, John
Organization: New York Inst. of Tech., Old Westbury
Address: P.O. Box 170, Weatty Rd., Old Westbury, NY 11568
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $27,647
Sponsoring Agency: New York State Education Dept., Albany
Contract and/or Control No.: 152237

Working toward the development of curriculum more directly related to employment requirements, project staff will provide specific support services within the general New York State Instructional Support System for Occupational Education (ISSOE) plan, advise or provide assistance to regional coordinators through human and material resources, assist coordinators with implementing the regional work plan, identify formal inservice needs and provide or make recommendations for provisions, and conduct summer inservice workshops for teacher participants. (Sec. 133)

VTP-3907

Instructional Support System for Occupational Education (ISSOE).
Project Director: Bauer, Myrle R.
Organization: Jefferson-Lewis Board of Cooperative Educational Services, Watertown, N.Y.
Address: Arsenal Street Rd., Watertown, NY 13601
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $34,368
Sponsoring Agency: New York State Education Dept., Albany
Contract and/or Control No.: C-151236

To prepare students with the knowledge, skills, and understandings directly related to employment needs, project staff will prepare teacher-generated occupational modules of instruction validated by industry, develop a management system for using these modules, and establish student competency files for individuals enrolled in the occupational courses. Occupational modules to be developed in ISSOE format are office practice, carpentry, food service, general merchandising and retailing, health assistant, and electrical trades. Major performance objectives will be refined to include activities which enable the competency to be understood by students, educators, and business and industry personnel. Teacher training institutions will be involved in the project. A regional coordinator will organize a delivery plan for introducing ISSOE materials, provide measures to eliminate sex-role stereotyping, and articulate with postsecondary institutions. (Sec. 133)

VTP-3908

Instructional Support System for Occupational Education (ISSOE).
Project Director: Cardillo, Rocco
Organization: Yonkers Public Schools, N.Y.
Address: 145 Palmer Rd., Yonkers, NY 10701
Funding Period: Start Date 1 Aug 78; End Date 30 Jun 79
Fiscal Year Funding: $63,175
Sponsoring Agency: New York State Education Dept., Albany
Contract and/or Control No.: C-150747

To prepare students with the knowledge, skills, and understandings directly related to employment needs, project staff will prepare teacher-generated occupational modules of instruction validated by industry, develop a management system for using these modules, and establish student competency files for individuals enrolled in the occupational courses. Occupational modules to be developed in ISSOE format are data processing, cosmetology, small engines, carpenter construction, and food service. Major performance objectives will be refined to include activities which enable the competency to be understood by students, educators, and business and industry personnel. Teacher training institutions will be involved in the project. A regional coordinator will organize a delivery plan for introducing ISSOE materials, provide measures to eliminate sex-role stereotyping, and articulate with postsecondary institutions. (Sec. 133)

VTP-3909

Instructional Support System for Occupational Education (ISSOE).
Project Director: Celabrese, William
Organization: Orange/Ulster County Board of Cooperative Educational Services, Goshen, N.Y.
Address: Gibson Rd., Goshen, NY 10924
Funding Period: Start Date 1 Sep 78; End Date 31 Aug 79
Fiscal Year Funding: $51,851

Sponsoring Agency: New York State Education Dept., Albany
Contract and/or Control No.: C150796

to prepare students with the knowledge, skills, and understandings directly related to employment needs, project staff will prepare teacher-generated occupational modules of instruction validated by industry, develop a management system for using these modules, and establish student competency files for individuals enrolled in the occupational courses. Occupational modules to be developed in ISSOE format are graphics, letterpress, offset lithography, radio and television, and electrical trades. Major performance objectives will be refined to include activities which enable the competency to be understood by students, educators, and business and industry personnel. Teacher training institutions will be involved in the project. A regional coordinator will organize a delivery plan for introducing ISSOE materials, provide measures to eliminate sex- role stereotyping, and articulate with postsecondary institutions. (Sec. 133)

VTP-3910

Instructional Support System for Occupational Education (ISSOE).

Project Director: Clarke, Albert J.
Organization: Saratoga-Warren Board of Cooperative Educational Services, F. Donald Myers Center, Wilton, N.Y.
Address: Henning Rd., Wilton, NY 12866
Funding Period: Start Date 15 Aug 78; End Date 30 Jun 79
Fiscal Year Funding: $67,100
Sponsoring Agency: New York State Education Dept., Albany
Contract and/or Control No.: C 149846

To prepare students with the knowledge, skills, and understandings directly related to employment needs, project staff will prepare teacher-generated occupational modules of instruction validated by industry, develop a management system for using these modules, and establish student competency files for individuals enrolled in the occupational courses. Major performance objectives will be refined to include activities which enable the competency to be understood by students, educators, and business and industry personnel. Teacher training institutions will be involved in the project. A regional coordinator will organize a delivery plan for introducing ISSOE materials, provide measures to eliminate sex-role stereotyping, and articulate with postsecondary institutions (Sec. 133)

VTP-3911

Instructional Support System for Occupational Education (ISSOE).

Project Director: Dennis, George
Organization: Schuyler-Chemung-Tioga Board of Cooperative Educational Services, Elmira, N.Y.
Address: 431 Philo Rd., Elmira, NY 14903
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Fiscal Year Funding: $10,034
Sponsoring Agency: New York State Education Dept., Albany
Contract and/or Control No.: C-151229

To prepare students with the knowledge, skills, and understandings directly related to employment needs, project staff will prepare teacher-generated occupational modules of instruction validated by industry, develop a management system for using these modules, and establish student competency files for individuals enrolled in the occupational courses. Occupational modules to be developed in ISSOE format are secretarial, data processing, automobile body, plumbing, small engines, and tractor mechanics. Major performance objectives will be refined to include activities which enable the competency to be understood by students, educators, and business and industry personnel. Teacher training institutions will be involved in the project. A regional coordinator will organize a delivery plan for introducing ISSOE materials, provide measures to eliminate sex-role stereotyping, and articulate with postsecondary institutions. (Sec. 133)

VTP-3912

Instructional Support System for Occupational Education (ISSOE).

Project Director: Hughes, Wayne
Organization: Erie 1 Board of Cooperative Educational Services, Lancaster, N.Y.
Address: 2 Pleasant Ave. West, Lancaster, NY 14086
Funding Period: Start Date Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $17,500
Sponsoring Agency: New York State Education Dept., Albany
Contract and/or Control No.: C-152013

To prepare students with the knowledge, skills, and understandings directly related to employment needs, project staff will prepare teacher-generated occupational modules of instruction validated by industry, develop a management system for using these modules, and establish student competency files for individuals enrolled in the occupational courses. Occupational modules to be developed in ISSOE format are cosmetology, machine operation, and welding. Major performance objectives will be refined to include activities which enable the competency to be understood by students, educators, and business and industry personnel. Teacher training institutions will be involved in the project. A regional coordinator will organize a delivery plan for introducing ISSOE materials, provide measures to eliminate sex-role stereotyping, and articulate with postsecondary institutions. (Sec. 133)

VTP-3913

Instructional Support System for Occupational Education (ISSOE).

Project Director: Komendarek, Edwin
Organization: Herkimer County Board of Cooperative Educational Services, N.Y.
Address: Gros Blvd., Herkimer, NY 13350
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: New York State Education Dept., Albany
Contract and/or Control No.: C-152060

To prepare students with the knowledge, skills, and understanding directly related to employment needs, project staff will prepare teacher-generated occupational modules of instruction validated by industry, develop a management system for using these modules, and establish student competency files for individuals enrolled in the occupational courses. Occupational modules to be developed in ISSOE format are cosmetology, data processing, licensed practical nurse, machine operator, small engines, welding, and electrical trades. Major performance objectives will be refined to include activities which enable the competency to be understood by students, educators, and business and industry personnel. Teacher training institutions will be involved in the project. A regional coordinator will organize a delivery plan for introducing ISSOE materials, provide measures to eliminate sex-role stereotyping, and articulate with postsecondary institutions. (Sec. 133)

VTP-3914

Instructional Support System for Occupational Education (ISSOE).

Project Director: McElhatten, James P.
Organization: Broome-Tioga Board of Cooperative Educational Services, Binghamton, N.Y.
Address: Upper Glenwood Rd., Box 1450, Binghamton, NY 13902
Funding Period: Start Date 1 Aug 78; End Date 30 Jul 79
Fiscal Year Funding: $39,201
Sponsoring Agency: New York State Education Dept., Albany
Contract and/or Control No.: C-151235

To prepare students with the knowledge, skills, and understandings directly related to employment needs, project staff will prepare teacher-generated occupational modules of instruction validated by industry, develop a management system for using these modules, and establish student competency files for individuals enrolled in the occupational courses. Occupational modules to be developed in ISSOE format are automobile mechanics, office practice, food service, health assistant, and electrical trades. Major performance objectives will be refined to include activities which enable the competency to be understood by students, educators, and business and industry personnel. Teacher training institutions will be involved in the project. A regional coordinator will organize a delivery plan for introducing ISSOE materials, provide measures to eliminate sex-role stereotyping, and articulate with postsecondary institutions. (Sec. 133)

VTP-3915

Instructional Support System for Occupational Education (ISSOE).

Project Director: Quarles, George R.
Organization: New York City Board of Education, Brooklyn, N.Y.
Address: 110 Livingston St., Brooklyn, NY 11201
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $94,126
Sponsoring Agency: New York State Education Dept., Albany
Contract and/or Control No.: C151699

ISSOE modules in printing and electronics will be developed by 100 teachers recruited by the project staff, materials in food and automotive ISSOE programs will be developed and field tested by fifty teachers under the direction of a coordinator, and V-TECS materials will be reviewed to determine how they can be integrated into the ISSOE curriculum. Three workshops will be conducted to enable participants to identify entry-level, job-related competencies. (Sec. 133)

VTP-3916

Instructional Support System for Occupational Education (ISSOE).
Project Director: Reilly, Terence
Organization: Oswego County Board of Cooperative Services, Mexico, N.Y.
Address: Box 488, Mexico, NY 13114
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $62,458
Sponsoring Agency: New York State Education Dept., Albany
Contract and/or Control No.: C-151729

To prepare students with the knowledge, skills, and understandings directly related to employment needs, ISSOE materials will continue to be provided to all appropriate agencies in Planning Region IX. Project staff will coordinate teacher activities related to designing and implementing instructional modules, define and coordinate instructional materials validation by business and industry professionals, and identify inservice training needs. Occupational modules to be developed in ISSOE format are automobile mechanics, carpentry, office practice, retailing, health assistant, and electrical trades. Major performance objectives will be refined to include activities which enable the competency to be understood by students, educators, and business and industry personnel. Teacher training institutions will be involved in the project. A regional coordinator will organize a delivery plan for introducing ISSOE materials, provide measures to eliminate sex-role stereotyping, and articulate with postsecondary institutions. (Sec. 133)

VTP-3917

Instructional Support System for Occupational Education (ISSOE).
Project Director: Sullivan, Arthur D.
Organization: Suffolk Board of Cooperative Educational Services, Dix Hills, N.Y.
Address: 507 Deer Park Rd., Dix Hills, NY 11746
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: $57,763
Sponsoring Agency: New York State Education Dept., Albany
Contract and/or Control No.: C150640

To prepare students with the knowledge, skills, and understandings directly related to employment needs, project staff will prepare teacher-generated occupational modules of instruction validated by industry, develop a management system for using these modules, and establish student competency files for individuals enrolled in the occupational courses. Occupational modules to be developed in ISSOE format are graphics, radio electronics, television, and electrical trades. Major performance objectives will be refined to include activities which enable the competency to be understood by students, educators, and business and industry personnel. Teacher training institutions will be involved in the project. A regional coordinator will organize a delivery plan for introducing ISSOE materials, provide measures to eliminate sex-role stereotyping, and articulate with postsecondary institutions. (Sec. 133)

VTP-3918

Instructional Support System for Occupational Education (ISSOE).
Project Director: Wolff, Frank
Organization: Nassau Board of Cooperative Educational Services, Westbury, N.Y.
Address: Valentines Rd. & Plain Rd., Westbury, NY 11590
Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79
Fiscal Year Funding: $59,450
Sponsoring Agency: New York State Education Dept., Albany
Contract and/or Control No.: C152018

To prepare students with the knowledge, skills, and understandings directly related to employment needs, project staff will prepare teacher-generated occupational modules of instruction validated by industry, develop a management system for using these modules, and establish student competency files for individuals enrolled in the occupational courses. Occupational modules to be developed in ISSOE format are graphics, radio electronics, television, and electrical trades. Major performance objectives will be refined to include activities which enable the competency to be understood by students, educators, and business and industry personnel. Teacher training institutions will be involved in the project. A regional coordinator will organize a delivery plan for introducing ISSOE materials, provide measures to eliminate sex-role stereotyping, and articulate with postsecondary institutions. (Sec. 133)

VTP-3919

Insurance Office Simulation Model Business Program.
Project Director: Cardillo, Rocco C.
Organization: Yonkers Public Schools, N.Y.
Address: 145 Palmer Rd., Yonkers, NY 10701
Funding Period: Start Date 1 Nov 78; End Date 30 June 79
Fiscal Year Funding: $29,419
Sponsoring Agency: New York State Education Dept., Albany
Contract and/or Control No.: C-151698

Upon completion of this model business program for training in insurance office work, 80 percent of the students will be able to type mailable copies of insurance forms. In addition, they will be able to use business and office machines and charts to correctly calculate policy insurance rates and perform operations required for daily and weekly activities. The two-phase program will consist of refinement of skills in the first semester and office simulation activities in the second. Training in the technical insurance aspects will be provided by a representative group of local independent insurance agents. Visitations to insurance offices, meetings and presentations by insurance agents, and an inservice component for business education teachers will be part of the project design. (Sec. 132)

VTP-3920

Model Industry Education Collaborative: Processes for Developing Entry-Level Employment Standards.
Project Director: Quarles, George
Organization: New York City Board of Education, Brooklyn, N.Y.
Address: 110 Livingston Street, Brooklyn, NY 11201
Funding Period: Start Date 1 Apr 78; End Date 31 Aug 79
Fiscal Year Funding: $33,229
Sponsoring Agency: New York State Education Dept., Albany
Contract and/or Control No.: C-141564

A bank of information concerning the adequacy of student preparation for employment and employers' resistance to hiring student trainees will be developed to establish training requirements for entry-level employment in various occupations. Project staff will define apparent inadequacies and strengths of the supportive preparation process, determine reasons for employer resistance to employing youth, and relate the reasons to the preparation process. Inventory processes used in education systems that supplement skill training in preparing youths for employment will be reviewed, and past research and literature concerning behavioral factors affecting employee readiness and job performance will be investigated. (Sec. 132)

VTP-3921

Implementation of Planned Educational and Training System (PETS).
Project Director: DeVaughan, Zed
Organization: Oklahoma State Dept. of Vocational and Technical Education, Stillwater.
Address: 1515 W. 6th, Stillwater, OK 74074
Funding Period: Start Date 1 Apr 79; End Date 30 Jun 80
Fiscal Year Funding: $2,100
Sponsoring Agency: Oklahoma State Dept. of Vocational and Technical Education, Stillwater
Contract and/or Control No.: 3003

An inservice procedure to train vocational teachers to manage individualized programs will be developed and existing Oklahoma Curriculum and Instructional Materials Center (CIMC) curriculum materials will be adapted for use as individualized learning activity packages (LAPs). An instructor's guide for implementing individualized curriculum materials and selected LAPs from each of the program divisions will be produced. Teachers from seven service divisions will be selected to participate in a two-week workshop jointly directed by teacher education staff from Central State University, CIMC staff from the state department, and the state department personnel coordinator. Materials will be field tested. (Sec. 133)

VTP-3922

Competency-Based Curriculum Project at Steel Valley AVTS.
Project Director: Pellegrino, James P.
Organization: Steel Valley Area Vocational Technical School, West Mifflin, Pa.
Address: 4920 Buttermilk Hollow Road, West Mifflin, PA 15122
Funding Period: Start Date 1 Jan 79; End Date 30 Jun 79
Fiscal Year Funding: $3,150
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 93-9025

A competency-based curriculum will be developed for the existing programs in the present school in preparation for use in the new school. Teachers will identify tasks to be included in their respective curricula using V-TECS catalogs as a primary source, and craft committees will validate the selection of tasks. Methods of delivery and evaluative criteria will be generated for each task identified, and curricula that have been developed by other states or agencies will be used as resource material. Workshop sessions will be limited to four or five program areas at a time with a resource person or educational consultant assisting at all sessions. The project will involve approximately

fifteen teachers representing existing programs in the present school. An orientation session will be held at the beginning to explain the intermediate objectives of the project and how the final product will impact on the school's delivery system. (Sec. 133)

VTP-3923

Competency-Based Vocational Education Inservice Program.
Project Director: Barry, William F.
Organization: Connellsville, Pa. North Fayette County Area Vocational Technical School Connellsville, Pa.
Address: Locust Street Extension, Connellsville, PA 15425
Funding Period: Start Date 1 May 79; End Date 30 Jun 79
Fiscal Year Funding: $2,500
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 93-9020

Inservice training will be provided to staff of the North Fayette Area Vocational-Technical School in developing competency-based modules for each instructional area which take into account individual differences to better serve special needs and other students. To develop the modules, project staff will evaluate the curriculum for each area using employment data and graduate follow-up studies, work with craft advisory committees to update the curriculum and ensure that it is meeting the needs of industry, use V-TECS catalogs to identify tasks, and identify and write performance and learning objectives. The modules will be designed to provide monitoring of student progress for parents and potential employers. (Sec. 133)

VTP-3924

Development of the Greenhouse Production Module of a Horticultural Laboratory Record Book for Pennsylvania.
Project Director: Rhodes, Kenneth B.
Organization: Pennsylvania State Univ., University Park
Address: 102 Armsby Bldg., University Park, PA 16802
Funding Period: Start Date 1 Jan 79; End Date 30 Jun 79
Fiscal Year Funding: $4,733
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 93-9008

To help meet the needs of directed laboratory production projects in horticulture, project staff will produce an outline for a functional horticulture record book for use in vocational and high school horticulture programs in Pennsylvania, the greenhouse production module of the record book, a unit of instruction to be used for field testing the greenhouse production module, and an evaluation instrument which will indicate the value of the instructional unit and record book in relation to student learning. A panel of nine persons, representing teachers of horticulture, university faculty, and greenhouse industry personnel, will review and revise the preliminary copy of the module. (Sec. 133)

VTP-3925

Effects of Parental Sex-Role Attitudes on the Self-Concept and Sex-Role Identity of Preschool Children.
Project Director: Kuchta, Penny
Organization: Pennsylvania State Univ., University Park.
Address: 212 Rackley Building, University Park, PA 16802
Funding Period: Start Date 1 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $1,354
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 83-9801

The effects of parental sex-role attitudes on the self-concept and sex-role identify of preschool children will be determined in order to assist educators and parents in decision making and provide information for parenthood curricula. Sixty pairs of parents, thirty holding emerging sex-role attitudes and thirty holding traditional sex-role attitudes, will be selected in terms of their responses to a sex-role attitude measure. Project staff will identify the two groups of parents and assess their preschool children's self-concept and sex-role identity by using a self-report and a projective technique. Statistical analyses will be used to compare the sex, self-concept, and sex-role identity of the two groups of children. (Sec. 133)

VTP-3926

Establishing Small Business Ownership Programs for Women at the Community College Level.
Project Director: Snider, Jean
Organization: Westmoreland Community Coll., Youngwood, Pa.
Address: College Station, Youngwood, PA 15697
Funding Period: Start Date 1 May 79; End Date 30 Jun 79
Fiscal Year Funding: $10,000
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 93-9026

Community college personnel will be enabled to expand their nontraditional career programming for women to include a small business ownership module on a credit or noncredit basis. Project staff will conduct a literature search to identify existing entrepreneurship curriculum materials; gather ideas and resources from agencies and organizations at the local, state, and national levels who are dealing with female entrepreneurship; and conduct a workshop for community college practitioners on techniques for setting up small business ownership programs for women at the institutions. A manual entitled "Guidelines for Establishing Small Business Ownership Programs for Women" will be developed. In the two-day workshop, experts in female entrepreneurship and Westmoreland County Community College Women's Center personnel will present their methodologies for program development and assist workshop participants in developing comprehensive plans for their individual college settings. (Sec. 133)

VTP-3927

Health Assistant Procedure Manual.
Project Director: Andreyka, Robert E.
Organization: Pennsylvania State Univ., University Park
Address: 207 Old Main, University Park, PA 16802
Funding Period: Start Date 1 May 79; End Date 30 Jun 79
Fiscal Year Funding: $2,734
Sponsoring Agency: Pennsylvania State Board of Education, Harrisburg
Contract and/or Control No.: 93-9022

To coordinate the curriculum being taught in over seventy programs in Pennsylvania, project staff will develop a procedure manual for the health assistant curriculum by contacting resource persons from the Pennsylvania Department of Education and teachers of the health assistant curriculum; planning and conducting a three-day workshop in which participants will use the LPN, medical assistant hospital ward clerk, and dental assistant V-TECS catalogs to determine the duties, tasks, and performance guides needed in the curriculum; and assembling the procedure manual. (Sec. 133)

VTP-3928

Inservice Training for Competency-Based Vocational Education.
Project Director: Downs, William C.
Organization: Central Westmoreland Area Vocational Technical School, New Stanton, Pa.
Address: .D. #1, Arona Road, New Stanton, PA 15672
Funding Period: Start Date 1 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $5,125
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 85-9818

Inservice training will be conducted to enable each vocational education instructor to institute competency-based programs for the 1979-80 school year. The project seeks to write performance objectives for all competencies and utilize, design, and write self-paced learning activities that contain meaningful evaluations. Additionally, it will maintain accountability records indicating progress made by the students. Craft committee meetings will be held with each faculty member to list competencies which the local community and industries deem necessary for their future employees. An inservice workshop will be conducted to fully explain and implement techniques and procedures for writing competency-based materials, and each instructor will be given release time to develop competency-based materials. Substitutes will be employed to continue class work while the instructor is developing the curriculum. (Sec. 133)

VTP-3929

Inservice Training for Competency-Based Vocational Education.
Project Director: Drake, Donald F.
Organization: Monroe County Area Vocational Technical School, Bartonsville, Pa.
Address: P.O. Box 66, Bartonsville, PA 18321
Funding Period: Start Date 1 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $2,225
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 85-9809

Inservice training will be conducted to enable each vocational education instructor to institute competency-based programs for the 1979-80 school year. The project seeks to write performance objectives for all competencies and utilize, design, and write self-paced learning activities that contain meaningful evaluations. Additionally, it will maintain accountability records indicating progress made by the students. Craft committee meetings will be held with each faculty member to list competencies which the local community and industries deem necessary for their future employees. An inservice workshop will be conducted to fully explain and implement techniques and procedures for writing competency-based materials, and each instructor will be given release time to develop competency-based materials. Substitutes will be em-

ployed to continue class work while the instructor is developing the curriculum. (Sec. 133)

VTP-3930

Inservice Training for Competency-Based Vocational Education.
Project Director: Fisk, H. William, Jr.
Organization: Berks American Vocational Technical School, Reading, Pa.
Address: 2900 St. Lawrence Avenue, Reading, PA 19606
Funding Period: Start Date 1 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $8,625
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 85-9807

Inservice training will be conducted to enable each vocational education instructor to institute competency-based programs for the 1979-80 school year. The project seeks to write performance objectives for all competencies and utilize, design, and write self-paced learning activities that contain meaningful evaluations. Additionally, it will maintain accountability records indicating progress made by the students. Craft committee meetings will be held with each faculty member to list competencies which the local community and industries deem necessary for their future employees. An inservice workshop will be conducted to fully explain and implement techniques and procedures for writing competency-based materials, and each instructor will be given release time to develop competency-based materials. Substitutes will be employed to continue class work while the instructor is developing the curriculum. (Sec. 133)

VTP-3931

Inservice Training for Competency-Based Vocational Education.
Project Director: Horst, Earl L.
Organization: Lebanon County Area Vocational Technical School, Lebanon, Pa.
Address: 833 Metro Drive, Lebanon, PA 17042
Funding Period: Start Date 1 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $5,215
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 85-9812

Inservice training will be conducted to enable each vocational education instructor to institute competency-based programs for the 1979-80 school year. The project seeks to write performance objectives for all competencies and utilize, design, and write self-paced learning activities that contain meaningful evaluations. Additionally, it will maintain accountability records indicating progress made by the students. Craft committee meetings will be held with each faculty member to list competencies which the local community and industries deem necessary for their future employees. An inservice workshop will be conducted to fully explain and implement techniques and procedures for writing competency-based materials, and each instructor will be given release time to develop competency-based materials. Substitutes will be employed to continue class work while the instructor is developing the curriculum. (Sec. 133)

VTP-3932

Inservice Training for Competency-Based Vocational Education.
Project Director: Kifer, Robert H.
Organization: Greater Johnstown Area Vocational Technical School, Pa.
Address: 445 Schoolhouse Road, Johnstown, PA 15904
Funding Period: Start Date 1 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $3,233
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 85-9815

Inservice training will be conducted to enable each vocational education instructor to institute competency-based programs for the 1979-80 school year. The project seeks to write performance objectives for all competencies and utilize, design, and write self-paced learning activities that contain meaningful evaluations. Additionally, it will maintain accountability records indicating progress made by the students. Craft committee meetings will be held with each faculty member to list competencies which the local community and industries deem necessary for their future employees. An inservice workshop will be conducted to fully explain and implement techniques and procedures for writing competency-based materials, and each instructor will be given release time to develop competency-based materials. Substitutes will be employed to continue class work while the instructor is developing the curriculum. (Sec. 133)

VTP-3933

Inservice Training for Competency-Based Vocational Education.
Project Director: Large, George L.
Organization: Forbes Road East Area Vocational Training School, Monroeville, Pa.
Address: Beatty and Cooper Roads, Monroeville, PA 15146
Funding Period: Start Date 1 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $6,125
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 85-9816

Inservice training will be conducted to enable each vocational education instructor to institute competency-based programs for the 1979-80 school year. The project seeks to write performance objectives for all competencies and utilize, design, and write self-paced learning activities that contain meaningful evaluations. Additionally, it will maintain accountability records indicating progress made by the students. Craft committee meetings will be held with each faculty member to list competencies which the local community and industries deem necessary for their future employees. An inservice workshop will be conducted to fully explain and implement techniques and procedures for writing competency-based materials, and each instructor will be given release time to develop competency-based materials. Substitutes will be employed to continue class work while the instructor is developing the curriculum. (Sec. 133)

VTP-3934

Inservice Training for Competency-Based Vocational Education.
Project Director: Layman, Ralph M.
Organization: Lancaster County Area Vocational Technical School, Willow Street, Pa.
Address: 1730 Hans Herr Drive, Willow Street, PA 17584
Funding Period: Start Date 1 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $6,750
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 85-9811

Inservice training will be conducted to enable each vocational education instructor to institute competency-based programs for the 1979-80 school year. The project seeks to write performance objectives for all competencies and utilize, design, and write self-paced learning activities that contain meaningful evaluations. Additionally, it will maintain accountability records indicating progress made by the students. Craft committee meetings will be held with each faculty member to list competencies which the local community and industries deem necessary for their future employees. An inservice workshop will be conducted to fully explain and implement techniques and procedures for writing competency-based materials, and each instructor will be given release time to develop competency-based materials. Substitutes will be employed to continue class work while the instructor is developing the curriculum. (Sec. 133)

VTP-3935

Inservice Training for Competency-Based Vocational Education.
Project Director: Muzzi, Robert D.
Organization: Lackawanna County Area Vocational Technical School, Dunmore, Pa.
Address: 120 Monahan Avenue, Dunmore, PA 18512
Funding Period: Start Date 1 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $6,494
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 85-9808

Inservice training will be conducted to enable each vocational education instructor to institute competency-based programs for the 1979-80 school year. The project seeks to write performance objectives for all competencies and utilize, design, and write self-paced learning activities that contain meaningful evaluations. Additionally, it will maintain accountability records indicating progress made by the students. Craft committee meetings will be held with each faculty member to list competencies which the local community and industries deem necessary for their future employees. An inservice workshop will be conducted to fully explain and implement techniques and procedures for writing competency-based materials, and each instructor will be given release time to develop competency-based materials. Substitutes will be employed to continue class work while the instructor is developing the curriculum. (Sec. 133)

VTP-3936

Inservice Training for Competency-Based Vocational Education.
Project Director: Nicklow, Everett E.
Organization: Somerset County Area Vocational Technical School, Somerset, Pa.
Address: R.D. #5, Vo-Tech Road, Somerset, PA 15501
Funding Period: Start Date 1 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $3,250

Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 85-9814

Inservice training will be conducted to enable each vocational education instructor to institute competency-based programs for the 1979-80 school year. The project seeks to write performance objectives for all competencies and utilize, design, and write self-paced learning activities that contain meaningful evaluations. Additionally, it will maintain accountability records indicating progress made by the students. Craft committee meetings will be held with each faculty member to list competencies which the local community and industries deem necessary for their future employees. An inservice workshop will be conducted to fully explain and implement techniques and procedures for writing competency-based materials, and each instructor will be given release time to develop competency-based materials. Substitutes will be employed to continue class work while the instructor is developing the curriculum. (Sec. 133)

VTP-3937

Inservice Training for Competency-Based Vocational Education.
Project Director: Pandolph, Eugene J.
Organization: A.W. Beattie Area Vocational Technical School, Allison Park, Pa.
Address: 9600 Babcock Boulevard, Allison Park, PA 15101
Funding Period: Start Date 1 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $4,000
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 85-9806

Inservice training will be conducted to enable each vocational education instructor to institute competency-based programs for the 1979-80 school year. The project seeks to write performance objectives for all competencies and utilize, design, and write self-paced learning activities that contain meaningful evaluations. Additionally, it will maintain accountability records indicating progress made by the students. Craft committee meetings will be held with each faculty member to list competencies which the local community and industries deem necessary for their future employees. An inservice workshop will be conducted to fully explain and implement techniques and procedures for writing competency-based materials, and each instructor will be given release time to develop competency-based materials. Substitutes will be employed to continue class work while the instructor is developing the curriculum. (Sec. 133)

VTP-3938

Inservice Training for Competency-Based Vocational Education.
Project Director: Waldman, Norman W.
Organization: Greene County Area Vocational Technical School, Waynesburg, Pa.
Address: R.D. #2, Box 40, Waynesburg, PA 15370
Funding Period: Start Date 1 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $2,075
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 85-9817

Inservice training will be conducted to enable each vocational education instructor to institute competency-based programs for the 1979-80 school year. The project seeks to write performance objectives for all competencies and utilize, design, and write self-paced learning activities that contain meaningful evaluations. Additionally, it will maintain accountability records indicating progress made by the students. Craft committee meetings will be held with each faculty member to list competencies which the local community and industries deem necessary for their future employees. An inservice workshop will be conducted to fully explain and implement techniques and procedures for writing competency-based materials, and each instructor will be given release time to develop competency-based materials. Substitutes will be employed to continue class work while the instructor is developing the curriculum. (Sec. 133)

VTP-3939

Inservice Training for Competency-Based Vocational Education.
Project Director: Zarichansky, Nicholas
Organization: Northern Westmoreland Area Vocational Technical School, New Kensington, Pa.
Address: Stevenson Boulevard, New Kensington, PA 15068
Funding Period: Start Date 1 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $3,125
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 85-9813

Inservice training will be conducted to enable each vocational education instructor to institute competency-based programs for the 1979-80 school year. The project seeks to write performance objectives for all competencies and utilize, design, and write self-paced learning activities that contain meaningful evaluations. Additionally, it will maintain accountability records indicating progress made by the students. Craft committee meetings will be held with each faculty member to list competencies which the local community and industries deem necessary for their future employees. An inservice workshop will be conducted to fully explain and implement techniques and procedures for writing competency-based materials, and each instructor will be given release time to develop competency-based materials. Substitutes will be employed to continue class work while the instructor is developing the curriculum. (Sec. 133)

VTP-3940

Investigation to Determine the Validity and Viability of a Regional Biomedical Equipment Technician Program at the Community College Level.
Project Director: Mruk, Walter F.Fenwick, Douglas E.
Organization: Philadelphia Community Coll.,Pa.
Address: 34 South 11th Street, Philadelphia, PA 19107
Funding Period: Start Date 1 Apr 79; End Date 30 Jun 79
Fiscal Year Funding: $9,238
Sponsoring Agency: Pennsylvania State Board of Education, Harrisburg
Contract and/or Control No.: 93-9019

To validate the viability of biomedical equipment technology as an emerging career, a study will be conducted that will provide pertinent data concerning the emergence of the biomedical equipment technician occupation in the greater Philadelphia region, the possibility of making the program an option to an existing electronics program, and the cost effectiveness of coordinating the program with several institutions. Biomedical equipment technician will be documented as an emerging occupation, curriculum materials for biomedical equipment technician and electronics technician will be analyzed and compared for relevance, and a program feasibility survey form will be developed. Site visits will be made to three existing biomedical equipment technician programs and to manufacturers of biomedical equipment, a meeting will be held to explore coordinated programming with other community colleges, and the feasibility survey form will be refined and mailed. A summary document and recommendations for further activities will be prepared and disseminated. (Sec. 133)

VTP-3941

Planning and Developing Small Business Management Careers.
Project Director: Ferencz, William R.
Organization: Harrisburg Area Community Coll., Pa.
Address: 3300 Cameron Street Road, Harrisburg, PA 17110
Funding Period: Start Date 1 Apr 79; End Date 30 Jun 79
Fiscal Year Funding: $5,872
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 93-9018

Small business owners or prospective owners will be provided an educational process and delivery system of credit course offerings to enhance their probability of career success. An advisory committee for small business management will be established. The program developer will investigate the needs of small business by surveying business needs and offerings of other educational institutions in higher education. A program of study will be prepared for the consideration of the faculty and advisory committee, and upon approval of data and ideas, specific courses and course outlines will be established to be class-tested in 1979-80. Recruitment and promotional material and audiovisual software will be developed or acquired. Specialty courses will be integrated in various existing programs of study including retailing, women in management, and accounting. (Sec. 133)

VTP-3942

Preparation of a Multi-Media Package to Promote Positive Parental Attitudes toward Nontraditional Vocational Education.
Project Director: Wiles, Richard L.
Organization: Nova Productions, Inc., Butler, Pa.
Address: 328 South Main Street, P.O. Box 870, Butler, PA 16001
Funding Period: Start Date 27 Apr 79; End Date 30 Jun 79
Fiscal Year Funding: $30,069
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 93-9023

A professionally executed multimedia program will be produced to increase awareness of and change attitudes about occupational sex-role stereotyping among parents of present and future students in vocational education. A fifteen-minute sound/color 16mm film, an associated trainer's guidebook, and a set of promotional materials will be developed. The program will help achieve sex fairness in vocational education, decrease the tendency to make occupational choices based upon sex-role stereotyping, and enhance the job satisfaction and performance possibilities for vocational education graduates. (Sec. 133)

VTP-3943

Relationship among Vocational Educators' Open-Mindedness, Knowledge of Adolescent Childbearing, and Attitudes toward Pregnant Adolescents.
Project Director: St. Pierre, Tena
Organization: Pennsylvania State Univ., University Park
Address: 207 Old Main, University Park, PA 16802
Funding Period: Start Date 1 Jul 79; End Date 30 Nov 79
Fiscal Year Funding: $1,327
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 83-9803

Results from this research will provide an understanding of the relationship of vocational educator's knowledge, open-mindedness, and attitudes about childbearing adolescents and adolescent expectant fathers. Specifically, the study (1) aims to examine the relationship between vocational educators' knowledge of adolescent childbearing and their attitudes toward pregnant adolescents and adolescent expectant fathers, (2) examine the relationship of vocational educators' degrees of open-mindedness to their attitudes toward pregnant adolescents and adolescent expectant fathers, and (3) differentiate between vocational educators' attitudes toward pregnant adolescents and their attitudes toward adolescent expectant fathers. All members of the Pennsylvania Vocational Association will be mailed a packet of instruments including a cover letter, a personal data form, a knowledge inventory, an attitude scale, the Rokeach Dogmatism Scale, and a business reply envelope. Statistical analyses will be done to determine the relationships of the variables. (Sec. 131)

VTP-3944

Revision of Distributive Education Teacher-Coordinators Handbook.
Project Director: Hirshfeld, Marvin
Organization: Temple Univ., Philadelphia, Pa. Dept. of Distributive Education
Address: 287 Ritter Addition, Philadelphia, PA 19122
Funding Period: Start Date 16 Apr 79; End Date 30 Jun 79
Fiscal Year Funding: $2,680
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 93-9024

A revised handbook will be produced for use by distributive education teacher-coordinators, preservice distributive education teacher training insititutions and vocational directors in administering distributive education programs. The handbook, published in 1969, will be reviewed and revised and the draft content validated by a distributive education program specialist in Pennsylvania, a team of teacher-coordinators, and a teacher educator of distributive education. A camera-ready copy of the handbook, including twenty to twenty-five reproducible photographs, will be prepared. (Sec. 133)

VTP-3945

Survey of Teacher Administrator Perceptions of South Carolina's Vocational Education Curriculum Development Needs.
Project Director: Appel, Barbara C.
Organization: National Evaluation Systems, Inc., Amherst, Mass.
Address: 30 Gatehouse Road, Amherst, MA 01002
Funding Period: Start Date 1 May 79; End Date 31 Jul 79
Fiscal Year Funding: $33,250
Sponsoring Agency: South Carolina State Dept. of Education, Columbia

The State Department of Education, Office of Vocational Education, will be apprised of specific curriculum development needs and thus be able to more effectively develop long- and short-range curriculum development plans and produce more cost effective and useful products. To accomplish this, surveys of secondary vocational teachers and administrators will be conducted to determine their perceptions of the curriculum development needs of vocational education in South Carolina. Two survey instruments will be developed, one for teachers and one for administrators. The teacher instrument will be mailed to approximately 2400 high school vocational and prevocational teachers. The second questionnaire will be sent to approximately 600 administrators located in 220 high schools, 56 area vocational centers, and 20 special institutions throughout South Carolina. The data will be collected in nine program areas: consumer and homemaking (non-occupational), industrial arts, prevocational, agriculture, distributive education, health occupations, occupational home economics, office occupations, and trade and industrial education. The data for trade and industrial education will be further differentiated into twenty-two course offerings. Finally, the data will be compiled, analyzed, and reported to appropriate State Department of Education, Office of Vocational Education, staff members. (Sec. 131)

VTP-3946

Dissemination Conference on Occupational Research.
Project Director: Clark, Donald L.
Organization: Texas A&M Univ., College Station
Address: College Station, TX 77843
Funding Period: Start Date 1 Mar 79; End Date 30 Jun 79
Fiscal Year Funding: $19,229
Sponsoring Agency: Texas Education Agency, Austin
Contract and/or Control No.: 99230423

To disseminate information on vocational research, a conference involving approximately 250 vocational educators and other persons interested in vocational research will be planned, developed, organized, conducted, evaluated, and documented by the College of Education, Texas A&M University, in cooperation with the Texas Research Coordinating Unit. Abstracts of all vocational research projects in progress or completed in Texas during fiscal years 1978 and 1979 will be developed and published in booklet form for dissemination during and after the conference. This dissemination of information will contribute to an increased awareness of the role and function of research in vocational education and facilitate the use of research products in programs, services, and activities focused on the improvement of occupational education. A report of conference proceedings and a comprehensive final report will be disseminated. (Sec. 131)

VTP-3947

Articulation of Secondary and Postsecondary Vocational Education Programs.
Organization: Buchanan, Dickenson, Russel, Tazewell Counties School Divisions
Organization: Southwest Virginia Community College, Richlands
Address: Richlands, VA 24641
Funding Period: Start Date 1 Mar 79; End Date 30 Mar 82
Fiscal Year Funding: $84,800
Sponsoring Agency: Virginia State Dept. of Education, Richmond
Contract and/or Control No.: 131-79-4

An effectively coordinated and articulated vocational education program at the secondary and community college level will minimize the time necessary for program completion, allow students to move from one training institution to another without loss of credit, eliminate unnecessary duplication of instruction, and reduce the taxpayers' burden through more effective use of public funds. The project will develop and implement an articulation model for vocational education among the high schools and vocational schools in the area with the community college; the model will emphasize curriculum articulation. Teachers will develop competencies for horizontal and vertical placement in electronics, welding, machine shop, drafting, and secretarial and clerical programs. Consultants and a course in competency-based education will be provided to assist teachers in developing the competencies. (Sec. 131)

VTP-3948

Articulation of Secondary and Postsecondary Vocational Education Programs.
Project Director: Phillips, Cecil G., Jr.
Organization: Thomas Nelson Community Coll., Hampton, Va.
Address: P.O. Box 9407, Hampton, VA 23670
Funding Period: Start Date 15 Mar 79; End Date 14 Mar 82
Fiscal Year Funding: $8,560
Sponsoring Agency: Virginia State Dept. of Education, Richmond

Annually, approximately 4,100 students from the semi-rural, suburban, and urban communities in the Virginia Peninsula will benefit from this endeavor to develop and implement an articulation model for five school divisions, two vocational-technical center campuses, and one community college. Derived from an identified common core of competencies, coordinated, competency-based curriculum will be developed which includes a set of tasks and performance objectives, a set of objective-referenced tests, and a set of curriculum guides in secretarial and related occupations and in mechanical drawing, drafting, and design. An audiovisual presentation depicting the articulation model will be developed for dissemination. Follow-up surveys of matriculating students and surveys of participating faculty, guidance counselors, employers, and administrators will be used to evaluate the effectiveness of the articulation model. (Sec. 131)

VTP-3949

Competency-Based Curriculum Guide for Practical Nursing Education in Virginia.
Project Director: Mason, Mildred A.
Organization: Old Dominion Univ., Norfolk, Va.
Address: Hampton Boulevard, Norfolk, VA 23508
Funding Period: Start Date 1 Sep 78; End Date 31 May 80
Fiscal Year Funding: $4,000
Sponsoring Agency: Virginia State Dept. of Education, Richmond
Contract and/or Control No.: 133-78-7

Writing teams of practical nursing educators in five areas of the state will prepare the rough draft of the competency-based curriculum guide to be validated at a practical nursing educators' conference and by employers and LPNs.

The guide will include minimum competencies for job entry and promotion and guidelines for use of occupational specialists such as nursing home employers and the Virginia Heart Association. The revised guide will serve as a minimum guide for practical nursing teachers, supervisors, and teacher educators to use in improving their programs. (Sec. 133)

VTP-3950

Development and Field Testing of Exploratory Modules for Careers in Marketing and Distribution.
Organization: Virginia Commonwealth Univ., Richmond
Address: Richmond, VA
Funding Period: Start Date 1 Sep 78; End Date 31 May 82
Fiscal Year Funding: $2,345
Sponsoring Agency: Virginia State Dept. of Education, Richmond
Contract and/or Control No.: 133-78-6

Exploratory modules for careers in marketing and distribution will be developed and offered to middle or junior high school students in all Virginia schools through existing 8th and 9th grade career education courses. Two thousand copies of one short and one long exploratory module will be reproduced after field testing and revision. Preservice modules will be developed and provided to Virginia teacher education institutions on a cost-recovery basis; inservice workshops to prepare educational personnel to use the materials will be developed and field tested. (Sec. 133)

VTP-3951

Innovative Material for Recruiting Industrial Arts Teachers.
Project Director: Frechette, Fred L.
Address: P.O. Box 212, Williamsburg, VA 23185
Funding Period: Start Date 9 Mar 79; End Date 31 May 79
Fiscal Year Funding: $11,940
Sponsoring Agency: Virginia State Dept. of Education, Richmond
Contract and/or Control No.: 132-79-2

The state supervisor and an advisory committee will identify specific content of a motion picture to be developed in this project for use in recruiting industrial arts teachers or recent graduates to teach in Virginia public schools. Three 16mm color/sound prints and four 8mm color/sound cassettes will be produced for delivery to the state supervisor. (Sec. 132)

VTP-3952

Program Articulation in Vocational Education (PAVE).
Project Director: Bolt, Les
Organization: James Madison Univ., Harrisonburg, Va.
Address: Harrisonburg, VA 22807
Funding Period: Start Date 15 Mar 79; End Date 14 Mar 82
Fiscal Year Funding: $108,349
Sponsoring Agency: Virginia State Dept. of Education, Richmond
Contract and/or Control No.: 131-79-2

The articulation program to be developed and field tested in this project through the development of competency-based curriculum and instructional formats will be easily adaptable to other vocational education programs and all educational levels. It is expected to provide for more successful articulation within vocational disciplines, between educational levels, and between educational agencies. Student recruitment for vocational programs at all levels is expected to be increased and better communications established between levels of instruction and between industry and vocational programs. Documentation of student learnings in vocational programs will also be improved. From existing patterns of vocational articulation between James Madison University, two community colleges, and local divisions, one vocational discipline area will be identified for pilot design. Curriculum guides will be developed and field tested. Objective and subjective evaluation and resulting revision will occur continuously throughout the project. (Sec. 131)

VTP-3953

Vocational Education Curriculum Development Satellite Project.
Project Director: Ramey, Walter S.
Organization: Virginia Commonwealth Univ., School of Education, Richmond
Address: 901 West Franklin Street, Richmond, VA 23284
Funding Period: Start Date 15 Mar 79; End Date 30 Jun 82
Fiscal Year Funding: $649,996
Sponsoring Agency: Virginia State Dept. of Education, Richmond
Contract and/or Control No.: 133-78-18

A satellite curriculum development unit to consolidate the delivery of curriculum materials and services will be created, resulting in greater flexibility and improved efficiency in the administration of the state vocational education program. A system for the preparation and dissemination of vocational education curriculum materials will be developed and coordinated with state staff and vocational teacher educators. The project will assist state staff in obtaining and evaluating instructional materials and media and will promote the diffusion of the curriculum materials for successful research, exemplary, and innovative programs. Curriculum materials prepared by other states will be procured, revised, and disseminated. Other project services will be to aid in the development of competency-based curriculum materials; coordinate services available through state, regional, and national curriculum networks; and, in cooperation with the curriculum development unit, provide inservice training in the use of new curriculum materials and other instructional media. (Sec. 133)

VTP-3954

Vocational Education Reporting System.
Project Director: Elson, Donald E.
Organization: Virginia Polytechnic Inst. and State Univ., Blacksburg
Address: 216 Lane Hall, Blacksburg, VA 24061
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 80
Fiscal Year Funding: $50,657
Sponsoring Agency: Virginia State Dept. of Education, Richmond
Contract and/or Control No.: 131-78-2

The Vocational Education Reporting System (VERS) data forms and the user's manual will be revised, printed, and distributed each year with direct guidance from the staff of the Division of Vocational and Adult Education and the Division of Management Information Systems and used to collect information necessary for planning vocational education programs in Virginia. After receiving the data tape from the Division of Management Information Systems, the staff will analyze the data and prepare a report, "Outcomes of Vocational Education in Virginia." Work ethics materials, developed and revised under previous projects, will be evaluated by selected vocational teachers in Virginia to provide information for establishing the future use of these materials by vocational teachers. A report of the evaluation results will be prepared. (Sec. 131)

VTP-3955

Entry to Exit.
Project Director: Primavera, Joanne
Organization: Renton Vocational Technical Inst., Wash.
Address: 3000 N.E. Fourth Street, Renton, WA 98055
Funding Period: Start Date 1 Nov 78; End Date 31 Jul 79
Fiscal Year Funding: $14,432
Sponsoring Agency: Washington State Commission for Vocational Education, Olympia
Contract and/or Control No.: 79-AGL(153)

At least twenty-five individualized methods for tracking disadvantaged and handicapped students and those in training for nontraditional occupations at the secondary level will be developed with instructors and coordinated by the vocational counseling center. Methods to monitor students' progress from entry to exit and assure placement upon completion of the programs will be included. Procedures for identifying these special groups at the secondary level will also be developed and implemented. (Sec. 132)

VTP-3956

Guidelines to Achieve Sex Equity in Vocational Education Home Economics.
Project Director: Martin, Ruth
Organization: Washington State Univ., Pullman
Address: 210 White Hall, Pullman, WA 99164
Funding Period: Start Date 8 Dec 78; End Date 30 Sep 79
Fiscal Year Funding: $4,032
Sponsoring Agency: Washington State Commission for Vocational Education, Olympia
Contract and/or Control No.: 79-AHD(132)NP

Guidelines for eliminating sex bias and stereotyping of females and males in vocational education curriculum materials, resources, and methods will be developed for and disseminated to home and family life education teachers. A model set of nonsexist curriculum guidelines that can be applied to new or existing materials will be developed. A workshop will be conducted to identify and document model instructional strategies or teaching methods that are nonsexist in nature and to evaluate existing print and nonprint instructional resources for evidence of sexism. The state staff of home and family life teachers, the Teachers' Coordinating Council, and all home and family life teachers in Washington will receive orientation and instruction on the use of the products. The system could serve as a model for other vocational education service areas in the state. (Sec. 133)

VTP-3957

Model Vocational Curriculum Development.
Project Director: Estes, Robert
Organization: Lake Stevens School District 4, Wash.

Address: Lake Stevens, WA 98258
Funding Period: Start Date 1 Dec 78; End Date 30 Sep 79
Fiscal Year Funding: $2,500
Sponsoring Agency: Washington State Commission for Vocational Education, Olympia
Contract and/or Control No.: 79-AHE(112)

A comprehensive vocational guidance program will be developed for Lake Stevens Senior High School in a series of work sessions designed to produce a guidance instrument, a written plan explaining all facets of the program, and student learning objectives for vocational, industrial arts, and career education. The model program will be made available to the state and local educational agencies for their adoption. (Sec. 132)

Project Titles by State

Alaska	Planning a Vocational Program and Delivery System for Small Schools.	VTP-3818
	Student Exchange Program.	VTP-3819
	Vocational Education Evaluation Model.	VTP-3820
Arkansas	Changing Perspective of Nontraditional Career Training in Vocational Education.	VTP-3821
	Coordinated Career Education Curriculum Project.	VTP-3822
	Developing and Providing Multipurpose Employability Services and Supportative Environments for Displaced Homemakers and Related Groups.	VTP-3823
	Model Comprehensive School/Community Career Service System.	VTP-3824
	Model Sex Equity Program.	VTP-3825
	Nontraditional Career Opportunities.	VTP-3826
California	Merging Occupations in Agriculture: Impact upon Curriculum and People.	VTP-3827
Colorado	Assessing the Impact of Vocational Education Programs on Disadvantaged and Handicapped Students.	VTP-3828
	Development and Testing of a Model for Needs Assessment and Delivery of Inservice Education to Colorado Vocational Personnel.	VTP-3829
Delaware	Developing Criterion-Referenced Measures through Vocational Staff Involvement.	VTP-3830
	Visual Aids Curriculum Materials for Construction Cluster, Electro-Mechanical Cluster, Transportation Cluster, and Metals.	VTP-3831
Florida	Catalog of Innovations.	VTP-3832
	Curriculum Development.	VTP-3833
	Curriculum Development.	VTP-3834
	Curriculum Development.	VTP-3835
	Curriculum Development.	VTP-3836
	Curriculum Development.	VTP-3837
	Development of an Evaluation Model for Competency-Based Instruction.	VTP-3838
	Implementation of Change: Implication for Policies and Procedures Relating to Sex Bias and Discrimination in Vocational Education.	VTP-3839
	Provisions for Consultative Research Associate for Vocational Education.	VTP-3840
	Study to Develop and Field Test a Handbook for Teachers, Counselors and Administrators in Open Entry/Open Exit Systems in the State of Florida.	VTP-3841
	Study to Explore Vocational Training Programs and the Subsequent Success of Handicapped Individuals in Rural Areas.	VTP-3842
Georgia	Vocational-Technical Education Consortium of States (V-TECS).	VTP-3843
	Vocational-Technical Education Consortium of States (V-TECS) Membership (Continuation).	VTP-3844
Illinois	Development of a System for Planning, Facilitating, Monitoring, Utilizing and Evaluating R&D Activities.	VTP-3845
	Development of Illinois Model Career Clusters and Visual Materials Concerning Each Cluster—Phase II.	VTP-3846

Indiana	Planning Year Vocational Areas Thirty-Nine and Forty-Three.	VTP-3847
Iowa	Career College—Agriculture.	VTP-3848
	An Employee-Student Shadow Experience for Special Needs Students.	VTP-3849
	Special Needs in Industrial Arts.	VTP-3850
	Teacher Aide Program—Hope Haven.	VTP-3851
	Teacher Aide Program—Ellsworth.	VTP-3852
	Teacher Aide Program—Food Service.	VTP-3853
	Teacher Aide Program—Vocational Agriculture.	VTP-3854
	Teacher Aide Program—Vocational Programs.	VTP-3855
	Teacher Incentive Grant.	VTP-3856
	Vocational Work Experience—ITSB—Eldora.	VTP-3857
Maryland	Nutrition Education Research Project.	VTP-3858
	Postsecondary Program for the Career and Educational Development of Deaf Students.	VTP-3859
Massachusetts	Comprehensive Analysis of the Needs of Occupational Education for Professional Development in Special Education Competencies.	VTP-3860
	Curriculum Development.	VTP-3861
	Diagnostic Vocational Assessments for Special Needs Students.	VTP-3862
	Inservice Program for the Development of Competency-Based Individual Curricula.	VTP-3863
	MIT/WITS—Industry Summer Internship Program.	VTP-3864
	Pre-Vocational Assessment.	VTP-3865
	Research and Demonstration Project to Assist Local School Districts in Utilizing Needs Assessment Procedures for Occupational Education Program Planning.	VTP-3866
Michigan	Continuous Occupational Education Program Planning between Two- and Four-Year Colleges and Universities.	VTP-3867
	Enrollment and Follow-Up System.	VTP-3868
	Michigan Occupational Competency Center.	VTP-3869
	Program Planning, Development, Approval and Evaluation.	VTP-3870
	Secondary Graduate Follow-Up Survey.	VTP-3871
Minnesota	Agricultural Energy Curriculum.	VTP-3872
	Conduct a Series of Tasks Germane to a Monitoring/Feedback System for the Secondary Placement Specialist Program.	VTP-3873
	Establishment of an Occupational Competency Testing Program in Minnesota.	VTP-3874
	Evaluation of a Classroom Instructional Unit on Supervised Occupational Experience for Beginning Vocational Agricultural Students in Minnesota.	VTP-3875
	Low and High Pressure Steam Engineering Curriculum.	VTP-3876
	Minnesotas Secondary School Follow-Up Project (Continuation).	VTP-3877
Mississippi	Research and Curriculum Unit for Vocational-Technical Education—Curriculum Development.	VTP-3878
	Research Coordinating Unit.	VTP-3879
	Vocational-Technical Education Consortium of States (V-TECS).	VTP-3880

Missouri	Program Evaluation Model for Local Educational Agencies.	VTP-3881
Nebraska	Development of Curriculum Modifications for Urban Vocational Agriculture in Nebraska.	VTP-3882
Nevada	Career Awareness Program for High School Sophomores.	VTP-3883
	Conduct of a Needs Assessment Study in Southern Nevada for a Program in Ornamental Horticulture.	VTP-3884
	Development of Student-Oriented Vocational Education Promotion Materials for Use on Television and Radio.	VTP-3885
	Home Appliance Repair Program at Moapa Valley High School.	VTP-3886
	Project for the Development of an Individual and Transportable Competency-Based Teaching Materials Package for Nevada's Vocational Education Teachers.	VTP-3887
	Proposal for the Development and Implementation of a Vocational Education Information System.	VTP-3888
	Proposal to Establish Solar Technology Program at Clark County Community College.	VTP-3889
	Vocational Gerontology Program: Food Service for the Aged.	VTP-3890
New Jersey	Career Communication Skills.	VTP-3891
	Interview Follow-Up of Vocational Program Graduates Transferring to Four-Year Colleges: Study and Analysis of Graduates' Objectives Satisfactions, and Perceptions.	VTP-3892
	Proposed Model for Formative Assessment of an Allied Health Curriculum.	VTP-3893
New Mexico	Comprehensive Needs Assessment and Plan for Vocational Education of the Handicapped in New Mexico.	VTP-3894
	Diesel Engine Mechanics.	VTP-3895
	Laser/Electro/Optic Technology.	VTP-3896
	Management Information System.	VTP-3897
	Psychiatric Technician Program.	VTP-3898
	Vocational Education Teacher Information Service.	VTP-3899
	Vocational Interpreter for the Deaf.	VTP-3900
	Vocational-Technical Information System.	VTP-3901
New York	Agricultural Education Curriculum Materials Development.	VTP-3902
	Curriculum Coordinator.	VTP-3903
	Curriculum Needs (Continuation).	VTP-3904
	Curriculum Specialist.	VTP-3905
	Instructional Support System for Occupational Education Area Facilitator.	VTP-3906
	Instructional Support System for Occupational Education (ISSOE).	VTP-3907
	Instructional Support System for Occupational Education (ISSOE).	VTP-3908
	Instructional Support System for Occupational Education (ISSOE).	VTP-3909
	Instructional Support System for Occupational Education (ISSOE).	VTP-3910
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	Instructional Support System for Occupational Education (ISSOE).	VTP-3916
	Instructional Support System for Occupational Education (ISSOE).	VTP-3917
	Instructional Support System for Occupational Education (ISSOE).	VTP-3918
	Insurance Office Simulation Model Business Program.	VTP-3919
	Model Industry Education Collaborative: Process for Developing Entry-Level Employment Standards.	VTP-3920

Oklahoma	Implementation of Planned Educational and Training System (PETS).	VTP-3921
Pennsylvania	Competency-Based Curriculum Project at Steel Vally AVTS.	VTP-3922
	Competency-Based Vocational Education Inservice Program.	VTP-3923
	Development of the Greenhouse Production Module of a Horticultural Laboratory Record Book for Pennsylvania.	VTP-3924
	Effects of Parental Sex-Attitudes on the Self-Concept and Sex-Role Identity of Preschool Children.	VTP-3925
	Establishing Small Business Ownership Programs for Women at the Community College Level.	VTP-3926
	Health Assistant Procedure Manual.	VTP-3927
	Inservice Training for Competency-Based Vocational Education.	VTP-3928
	Inservice Training for Competency-Based Vocational Education.	VTP-3929
	Inservice Training for Competency-Based Vocational Education.	VTP-3930
	Inservice Training for Competency-Based Vocational Education.	VTP-3931
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	Inservice Training for Competency-Based Vocational Education.	VTP-3938
	Inservice Training for Competency-Based Vocational Education.	VTP-3939
	Investigation to Determine the Validity and Viability of a Regional Biomedical Equipment Technician Program at the Community College Level.	VTP-3940
	Planning and Development of Small Business Management Careers.	VTP-3941
	Preparation of a Multi-Media Package to Promote Positive Parental Attitudes Toward Nontraditional Vocational Education.	VTP-3942
	Relationship Among Vocational Educators' Open-Mindedness, Knowledge of Adolescent Childbearing, and Attitudes Toward Pregnant Adolescents.	VTP-3943
	Revision of Distributive Education Teacher-Coordinators Handbook.	VTP-3944
South Carolina	Survey of Teacher Administrator Perceptions of South Carolina's Vocational Education Curriculum Development Needs.	VTP-3945
Texas	Dissemination Conference on Occupational Research.	VTP-3946
Virginia	Articulation of Secondary and Postsecondary Vocational Education Programs.	VTP-3947
	Articulation of Secondary and Postsecondary Vocational Education Programs.	VTP-3948
	Competency-Based Curriculum Guide for Practical Nursing Education in Virginia.	VTP-3949
	Development and Field Testing of Exploratory Modules for Careers in Marketing and Distribution.	VTP-3950
	Innovative Material for Recruiting Industrial Arts Teachers.	VTP-3951
	Program Articulation in Vocational Education (PAVE).	VTP-3952
	Vocational Education Curriculum Development Satellite Project.	VTP-3953
	Vocational Education Reporting System.	VTP-3954
Washington	Entry to Exit.	VTP-3955
	Guidelines to Achieve Sex Equity in Vocational Education Home Economics.	VTP-3956
	Model Vocational Curriculum Development.	VTP-3957

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